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ABSTRACT

This final report examines an independent evaluation study of the Little Big Horn and O-Wai-Ya-Wa schools conducted by the Chicago, Illinois Indian Education Program during the 1978-79 school year. The report describes the content of each program, and information regarding freshman through senior grade level attendance and enrollment patterns is presented in graphic and tabular form. Vocabulary, reading and mathematics achievement test scores for each grade level, and group score changes and gain scores are also presented. A summary of answers to interview questions about program effectiveness, accomplishments, and future plans, which were answered by parents, community persons, teachers, and administrators, is included in the sections which measure degree of success. Each program is evaluated in separate concluding sections which summarize program difficulties and recommend measures for program improvement. (JCD)

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ED211615

A FINAL REPORT
OF THE 1979-1980 INDEPENDENT EVALUATION
OF THE CHICAGO INDIAN EDUCATION PROGRAM
(LITTLE BIG HORN SCHOOL AND O-WAI-YA-WA SCHOOL)

SPECIALLY FUNDED PROJECTS

Presented to:

Board of Education
Department of Research and Evaluation
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June 30, 1980

DANIEL J. COFFEY
ASSOCIATES

Education • Management Consultants

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EXECUTIVE SUMMARY

Both Little Big Horn and O-Wai-Ya-Wa, as they started FY 1980, merited very positive evaluations by anyone considering the input side of the programs. Both programs began with a clear consciousness of being "separate and better." They provided individualized instruction to a heterogeneous group with a strong informal and formal cultural education that clearly communicated two messages: "To be American Indian is to have value." "To be Indian is to have a valuable past on which to build."

In Fall, 1979, the only negative input sign was a slight sense of needing to stop and reflect more. The proposal for funding had not been substantially altered for several years. The program formats were basically unchanged. But time was short and the needs of students immediate.

The financial disasters of the Chicago school system during 1980 disrupted Little Big Horn with frequent teacher changes. These fiscal woes closed the separate facilities of O-Wai-Ya-Wa.

From the output side (student attendance, intellectual growth, and program development) the evaluation results paint an ambiguous picture.

At Little Big Horn the enrollment started small. Staff fought daily battles to keep students coming, and ended the year with about the same number. Academic pre-tests were low, usually four years behind grade level. Gains registered in post-tests were slim.

The final weeks saw further cuts in school board and American Indian grant monies for next year at Little Big Horn, which discouraged the staff. But there still existed (at least in the minds of staff, parents, and students) a program that was separate and better.

At O-Wai-Ya-Wa, there were no FY 1980 data. But 1978-79 test comparisons showed low entry scores and slight gains.

In April, 1980, O-Wai-Ya-Wa shut down its separate building, dropped kindergarten, and drastically cut back its services to the seventh and eighth grade students. Absenteeism at the intermediate level rose sharply after the April move to Goudy School. The common perception among staff and parents was that the program no longer existed. "Separate and better" had been lost.

Hopefully, FY 1981 can be used to:

- a) Develop new strategies to re-create a "separate and better" program.
- b) Create more meaningful and useful student and program-growth measures.

We recommend that the FY 1981 evaluation be started in the fall, and completed by the end of March, so it can be used for the following year's budget and program planning. We also recommend tripling the amount of evaluation monies.

Program staff and administrators were found to be professional, cooperative, and honest throughout the evaluation. They deserve support in their endeavors.

LITTLE BIG HORN

I. PROGRAM DESCRIPTION

A. PHYSICAL SETTING

Little Big Horn has a cluster of classrooms and a pleasant office at the southeast corner of Senn High School. Senn is a multi-cultural, multi-racial (at one time there were over 60 countries represented by first-generation students) school. Senn also has economic diversity (according to a study we performed for Kendall College in 1978).

The Indian Center (as the Board of Education terms the project) or Little Big Horn (as the students refer to the operation) has succeeded in creating a school-within-a-school atmosphere for its students and staff, even though hundreds of non-American Indian students pass by the office with every change of class.

All the classrooms are pleasant, and individualized instruction is the rule. The art room has a modest supply of materials for "traditional" and "non-traditional" art activities. Advanced science, typing, and physical education students are mainstreamed into regular Senn courses. English, social science, mathematics, basic science, and art are separated courses.

B. BASIC PHILOSOPHY

The program characteristics of Little Big Horn include individualized instruction, self-identity and image building, attendance support systems, separate "turf" with limited integration, and parent involvement.

1. Individualized Instruction

The program at Little Big Horn is similar to programs used at alternative high schools in general, and most notably developed at PACE

Institute fifteen years ago, with help of Bell and Howell.

This system allows talented, but unschooled, students to progress rapidly. Evidence of this individualized instruction at Little Big Horn included:

- a. small class size, allowing time for teachers to keep daily track of each student's progress;
- b. multi-level mathematics and English programs;
- c. programming of individual students into academic subjects in the mainstream curriculum;
- d. diagnostic testing of each student upon entry into the school;
- e. small size of the program, which allows each student to be known by all staff.

2. American Indian Self-Identity and Image Building

A number of activities are carried out that directly and indirectly convey the message: "Being Indian is good and gives me special value." This message begins with the program director (title is Head Teacher, but director is more appropriate) and is continued in several activities:

- a. native language instruction, whenever possible;
- b. Indian art activities;
- c. history that emphasizes accomplishments of American Indians;
- d. teacher attention, that results from small classes;
- e. student newspaper.

3. Attendance Support System

Absence from class can go unnoticed at large public high schools. And there are only limited services that can be offered once the absence is noted. By contrast, the Little Big Horn staff keep very close tabs on attendance, and keep parents informed on a weekly basis. They even

resort to calling some students each morning to make sure they get to school on time.

4. Separate "Turf" with Limited Integration

Little Big Horn began as a program completely separated from Senn. As monies decreased, the program was brought into Senn. (This move was opposed by parents and students alike.) Now the Center has created a "turf" of its own, but it is also mainstreaming students into physical education, typing, and science.

5. Parent Involvement

Little Big Horn started in the "John Byrne era" when every effort was made to get parents involved. At the start of the program, only teachers approved by the Parent Board were assigned to the Center. Parents can still exercise some control over teacher assignments (or at least they could before the current School Board problems).

As with many parent groups, those at the Indian Center are most vocal when problems arise. And like many high school parent groups, the parents of 1980 are not nearly so demanding as were those in 1973.

C. STAFF AND STUDENTS

1. Staff

The staff serving Little Big Horn includes:

<u>Amount</u> <u>Service</u>	<u>Description</u>	<u>Funding Source</u>
1 FT	Head Teacher	Indian Grant
1 FT	Clerk/Secretary	Indian Grant
1 FT	Community Aide	Indian Grant
1 FT	Teacher Aide	CETA
84%	Math/Science Teacher	Chicago Bd. of Ed.

<u>Amount Service</u>	<u>Description</u>	<u>Funding Source</u>
1 FT	English Teacher	Chicago Bd. of Ed.
1 FT	Social Science Teacher	Chicago Bd. of Ed.
17%	Art Teacher	Chicago Bd. of Ed.
17%	Indian Arts and Crafts Teacher	Chicago Bd. of Ed.

In addition, students are served by the physical education teachers at Senn.

2. Students

According to attendance records,¹ there were forty-one students at Little Big Horn this year: 17 freshmen, 15 sophomores, 5 juniors and 4 seniors.

The entering academic levels² of each group were:

<u>FRESHMEN</u>	<u>Number</u>	<u>Raw Score</u>	<u>Grade Equivalent</u>
Vocabulary	16	29	5.2
Reading Comprehension	15	38	5.6
Arithmetic	18	9	5.1
<u>SOPHOMORES</u>			
Vocabulary	16	38	8.0
Reading Comprehension	16	43	7.1
Arithmetic	16	15	6.4
<u>JUNIORS</u>			
Vocabulary	8	40	8.8
Reading Comprehension	8	47	9.5
Arithmetic	8	17	6.8
<u>SENIORS</u>			
Vocabulary	4	43	9.9
Reading Comprehension	4	47	9.5
Arithmetic	6	21	8.0

¹ Attendance records did not, in all cases, agree with number of students taking tests.

² Group scores = $\frac{\text{Total Raw Scores}}{\text{Number of Students}}$ (translated to grade equivalent)

The junior and senior groups were very small, and therefore subject to statistical aberrations.

3. Student/Staff Ratios

The student to professional staff ratio was 9.83 students to one staff person. The student to total staff ratio was 5.71 students to one staff person.

II. MEASURES OF SUCCESS AND PROGRESS

As the Little Big Horn proposal indicates, the program goals for 1979-80 were to help students:

- increase attendance;
- improve their basic academic skills of writing, reading, and mathematics;
- improve their knowledge and appreciation of, and identification with, American Indian culture.

We collected four kinds of information to substantiate our judgments about the achievement of these goals:

1. attendance records;
2. vocabulary, reading, and mathematics pre- and posttest scores;
3. student, staff, parent, and community persons interviews;
4. evaluator observations.

A. ATTENDANCE RECORDS

We have created graphs for daily attendance through the end of April, 1980, for each level of high school, based on the individual attendance records. January 28 to February 12 was the period of the teachers' strike.

The freshman and sophomore graphs illustrate an erratic attendance pattern after the first few weeks of class, but there were no trends over the year (up or down).

The junior and senior graphs highlight the low number of enrollees over the year.

FRESHMEN — ENROLLMENT AND ATTENDANCE

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Sept.

Oct.

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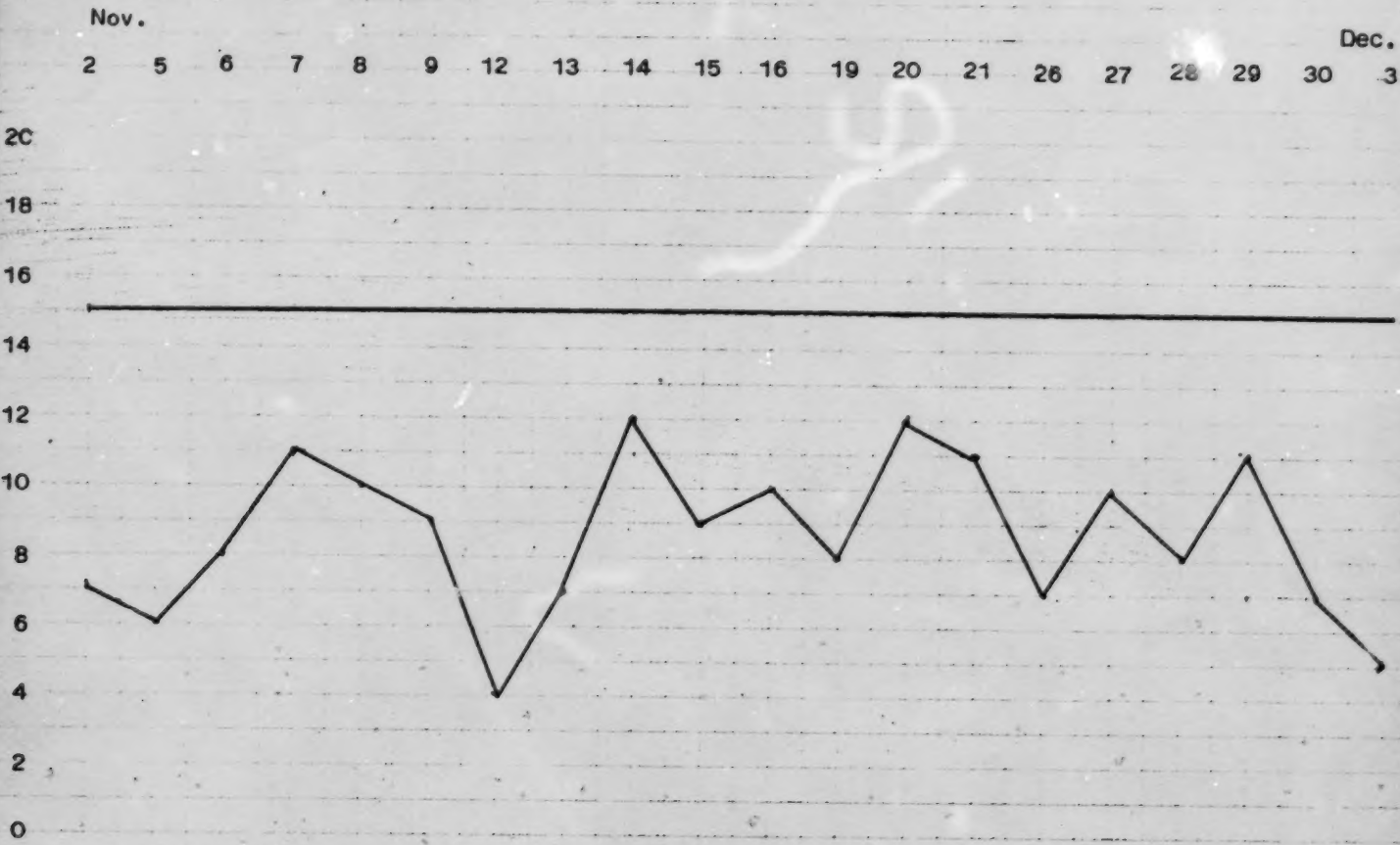
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FRESHMEN — ENROLLMENT AND ATTENDANCE

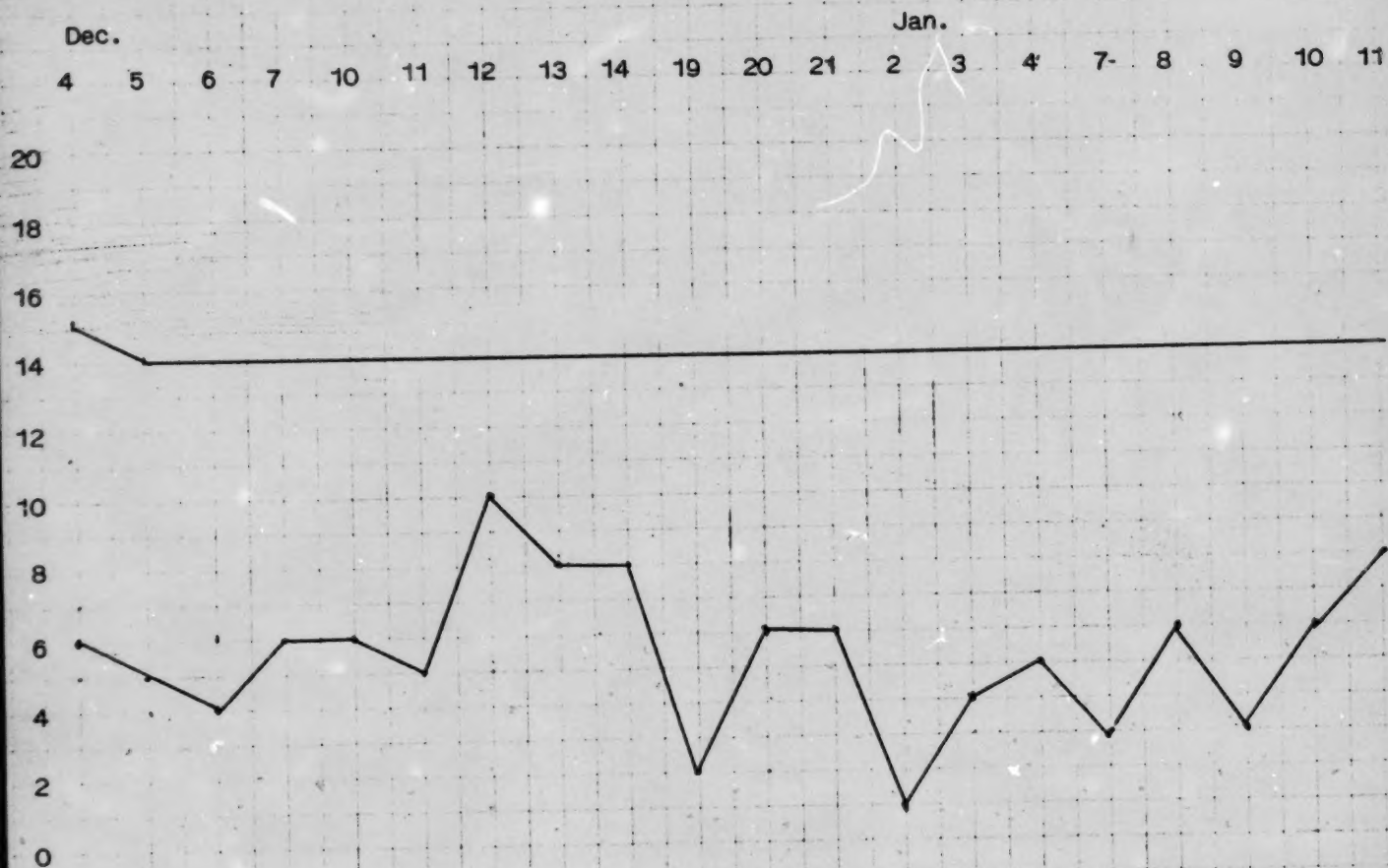


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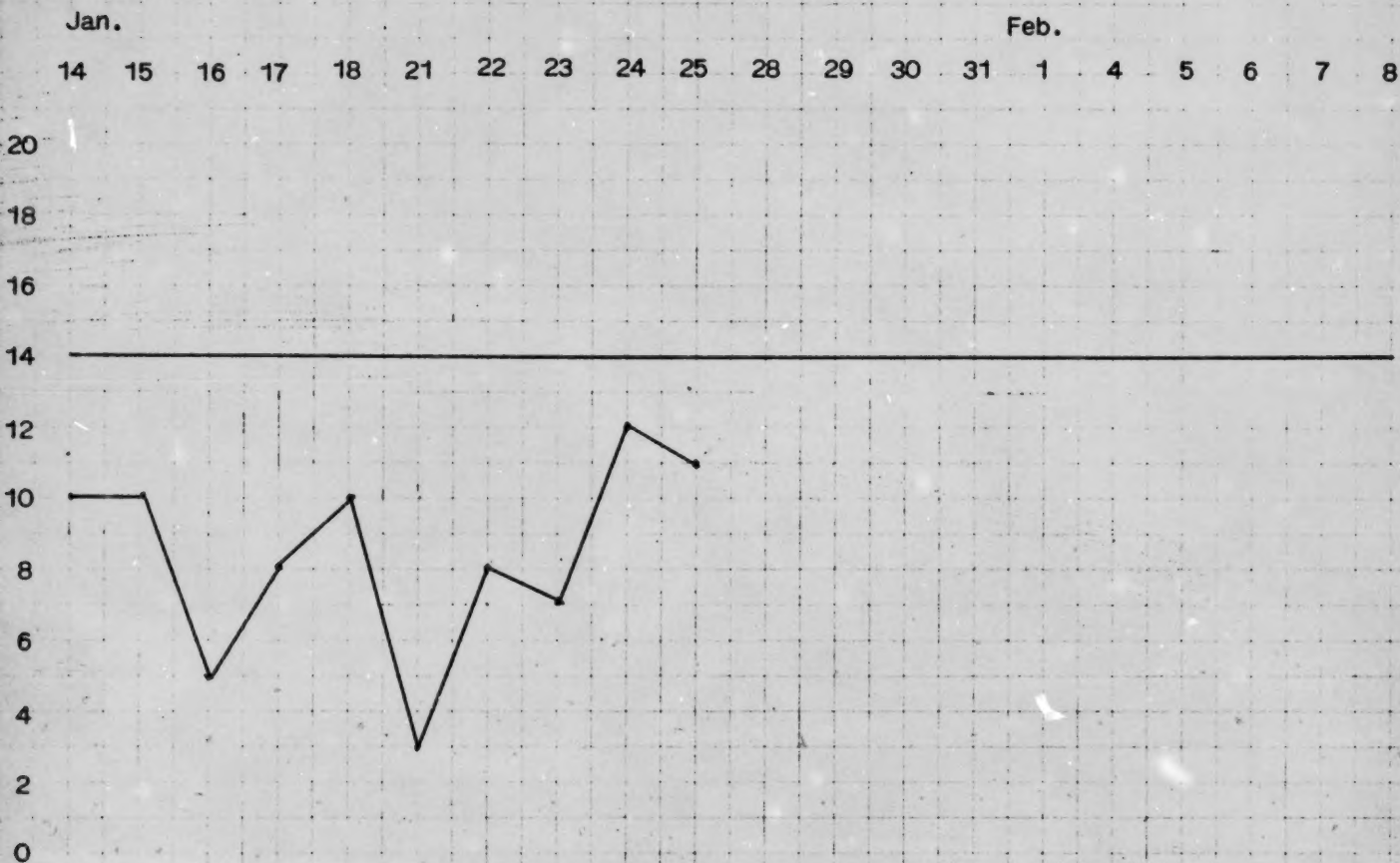
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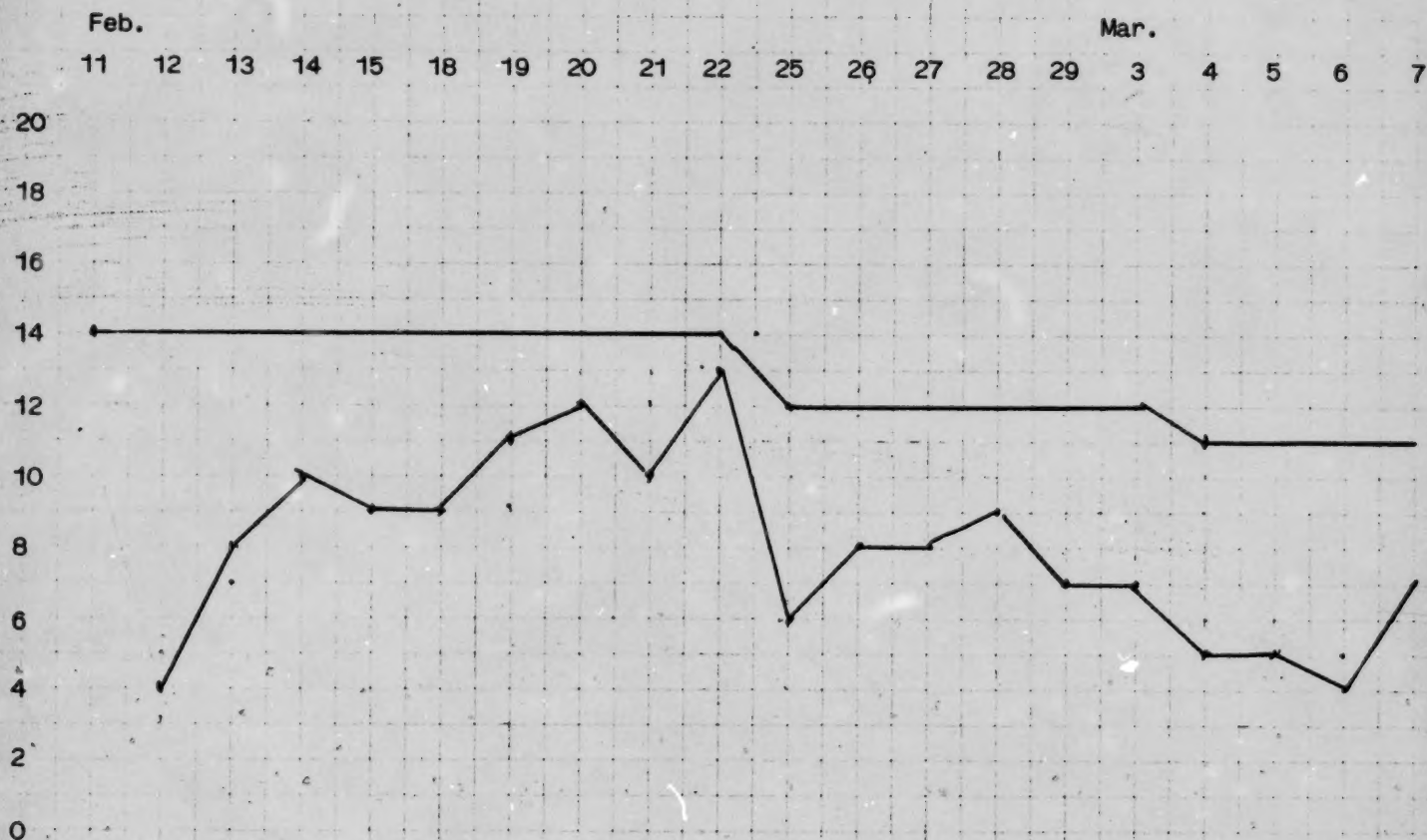
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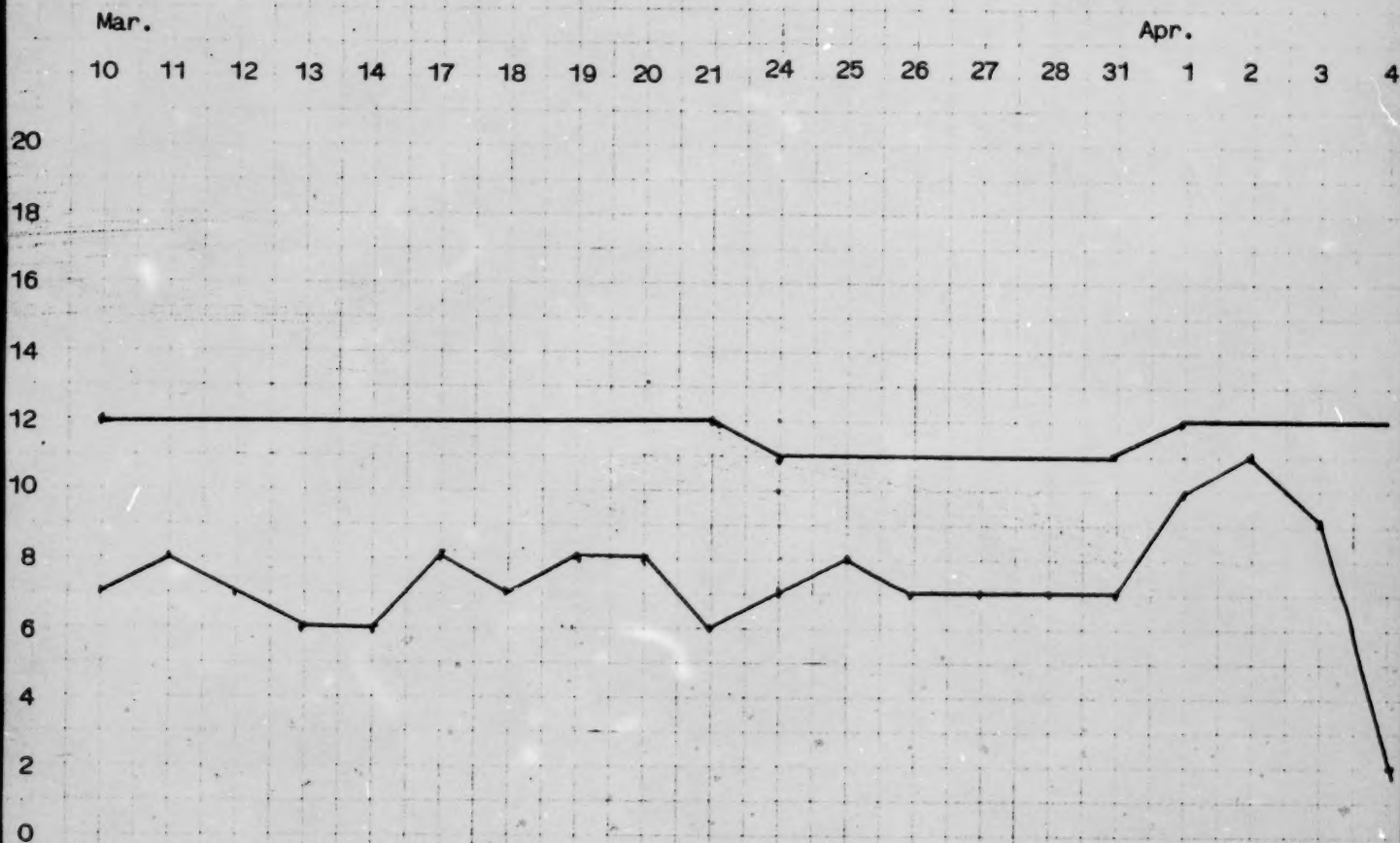
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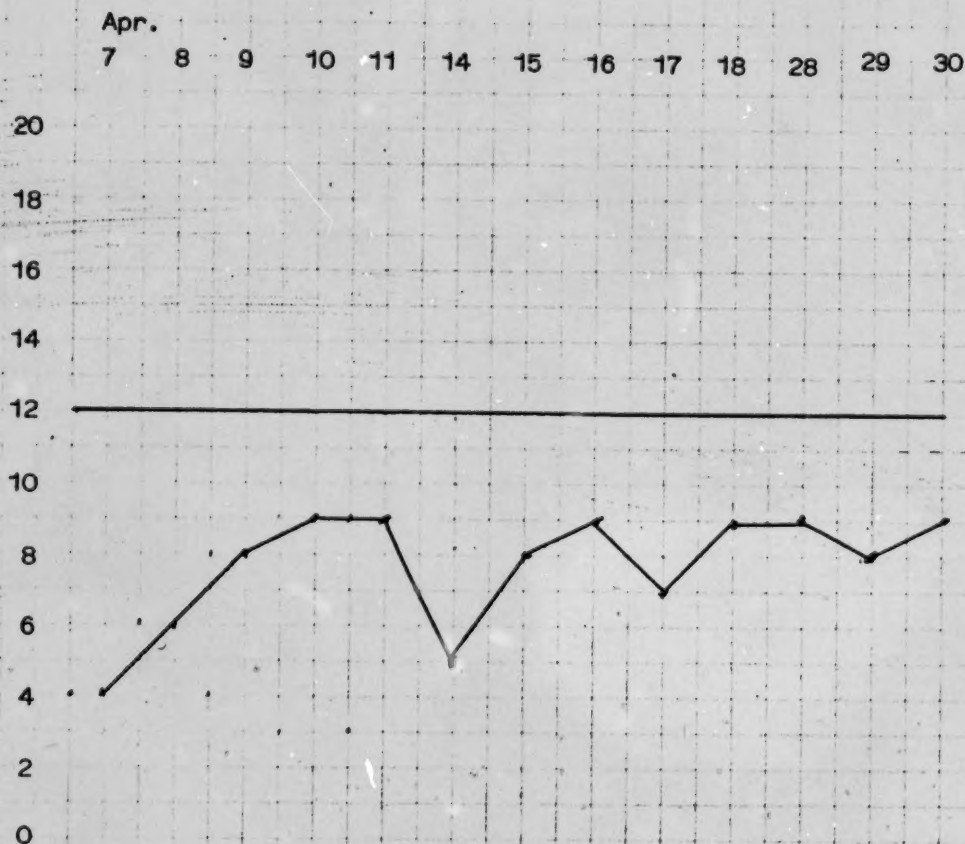
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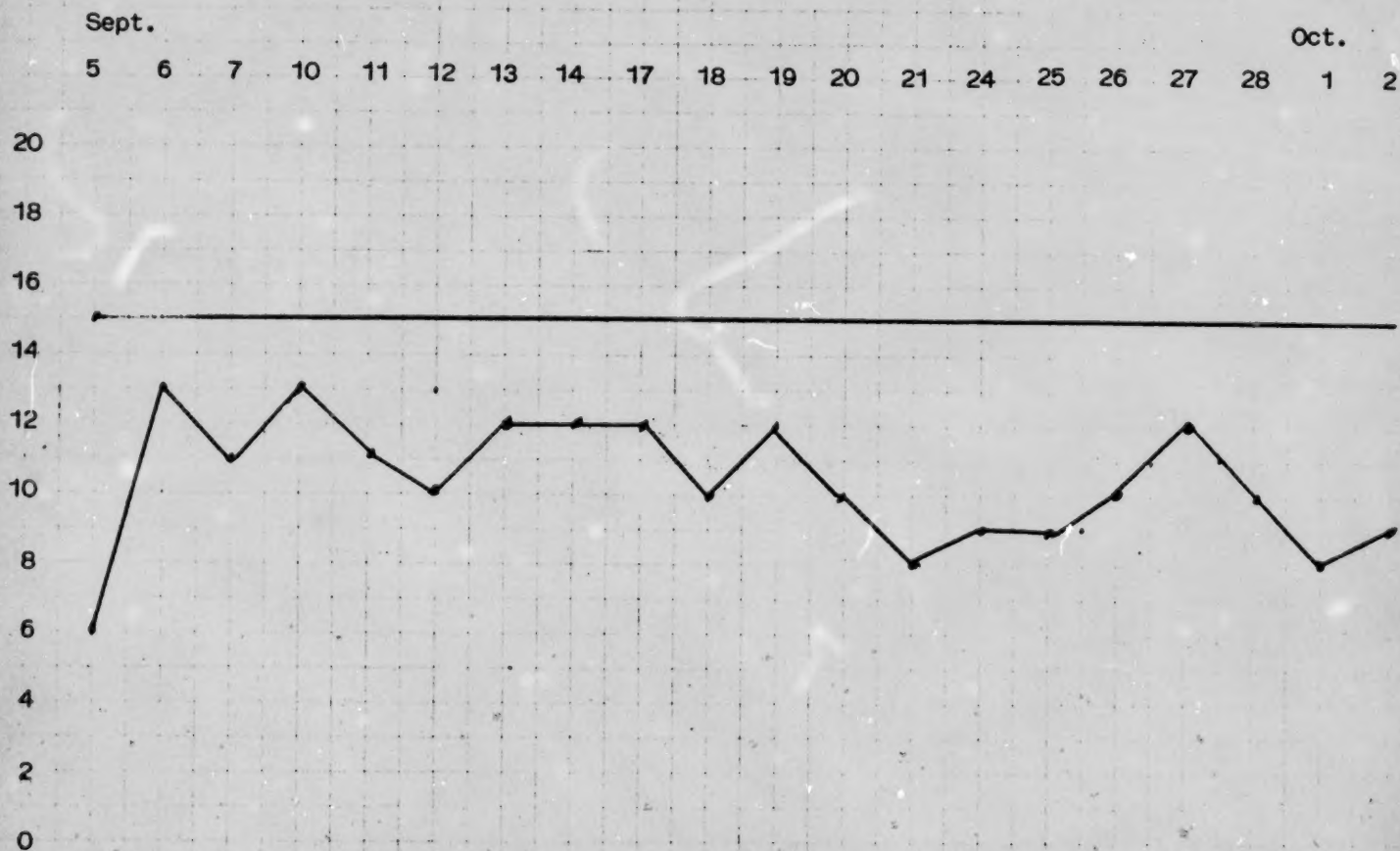
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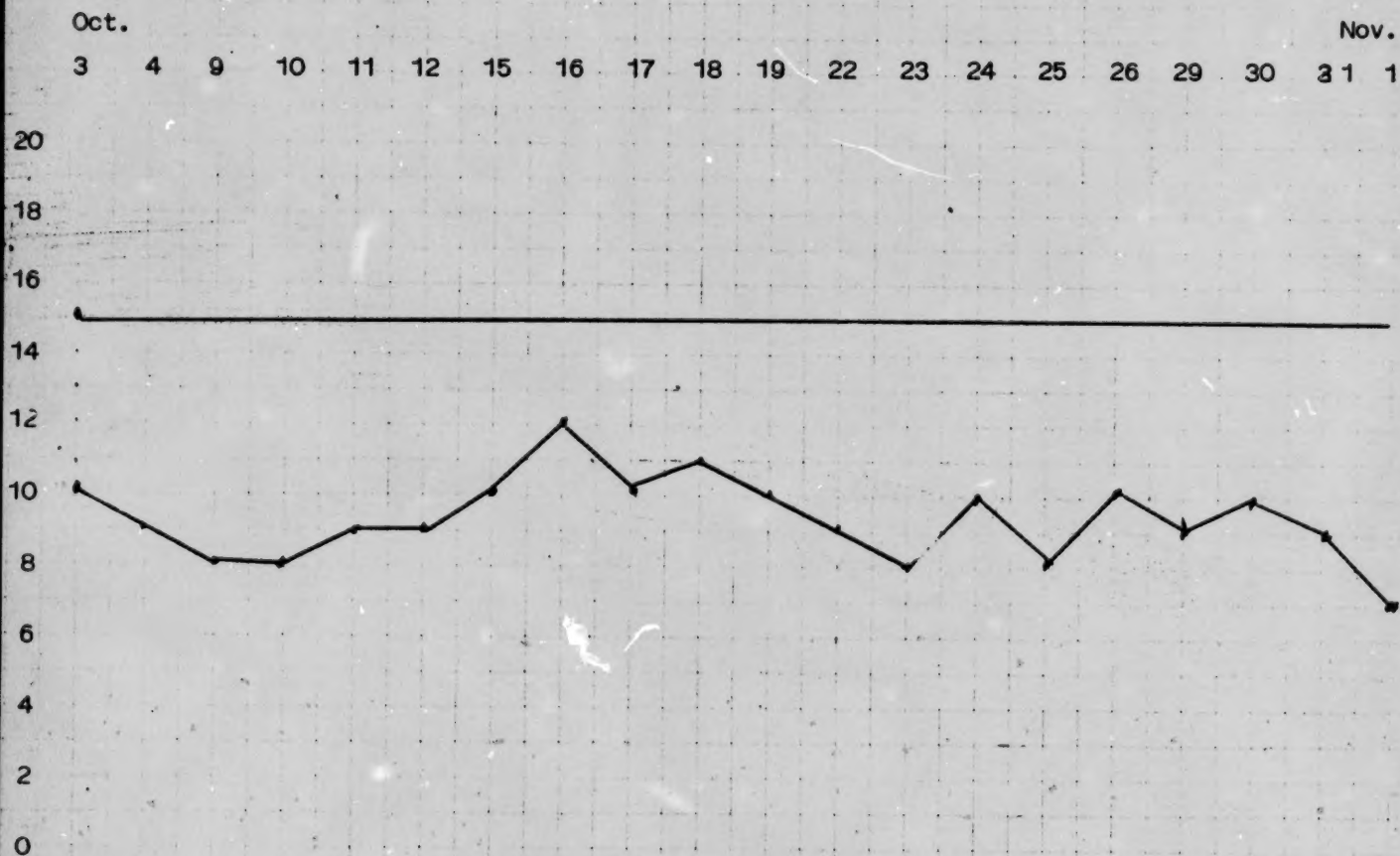
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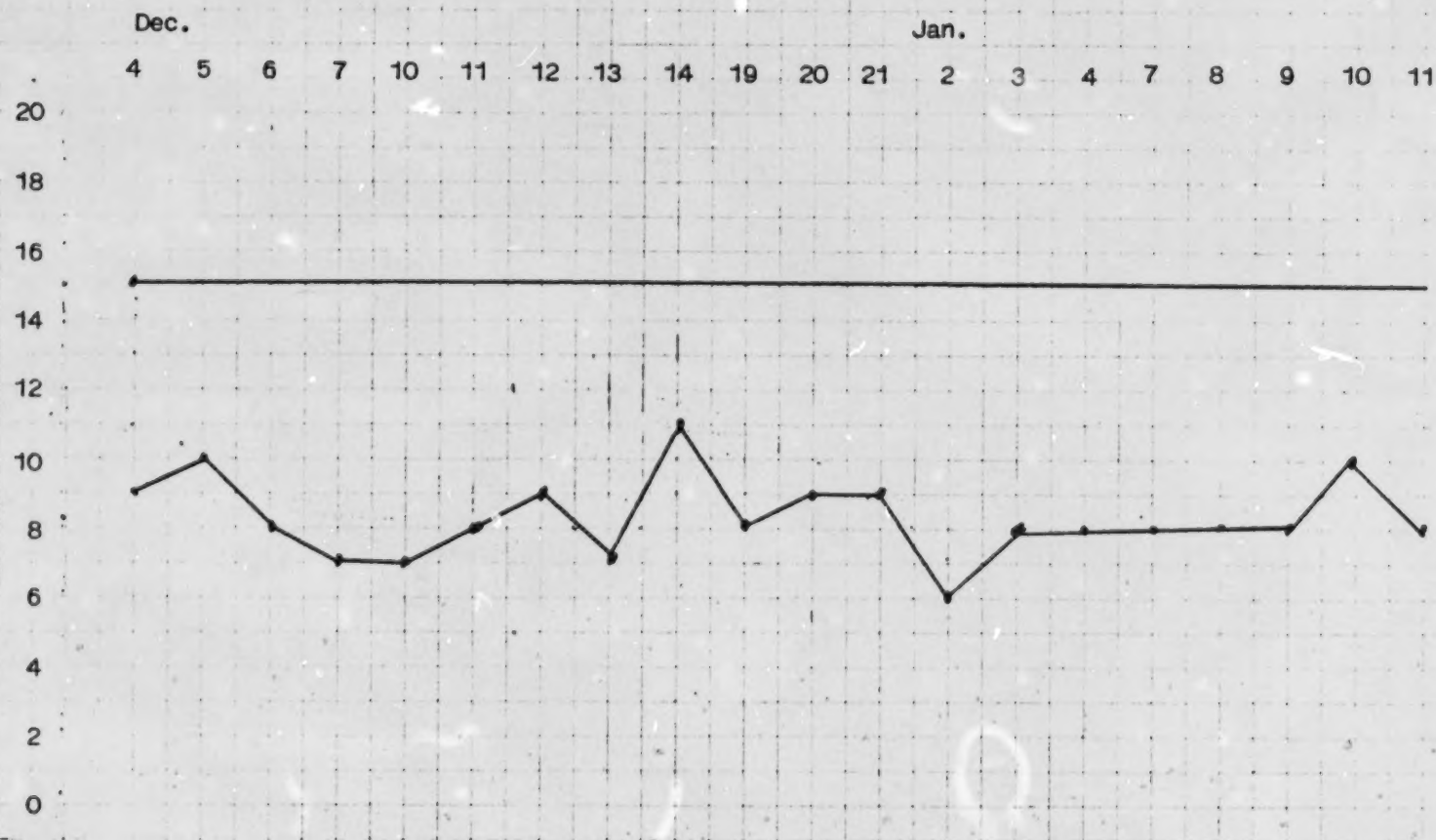
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Nov. 2 5 6 7 8 9 12 13 14 15 16 19 20 21 26 27 28 29 30 3
Dec.



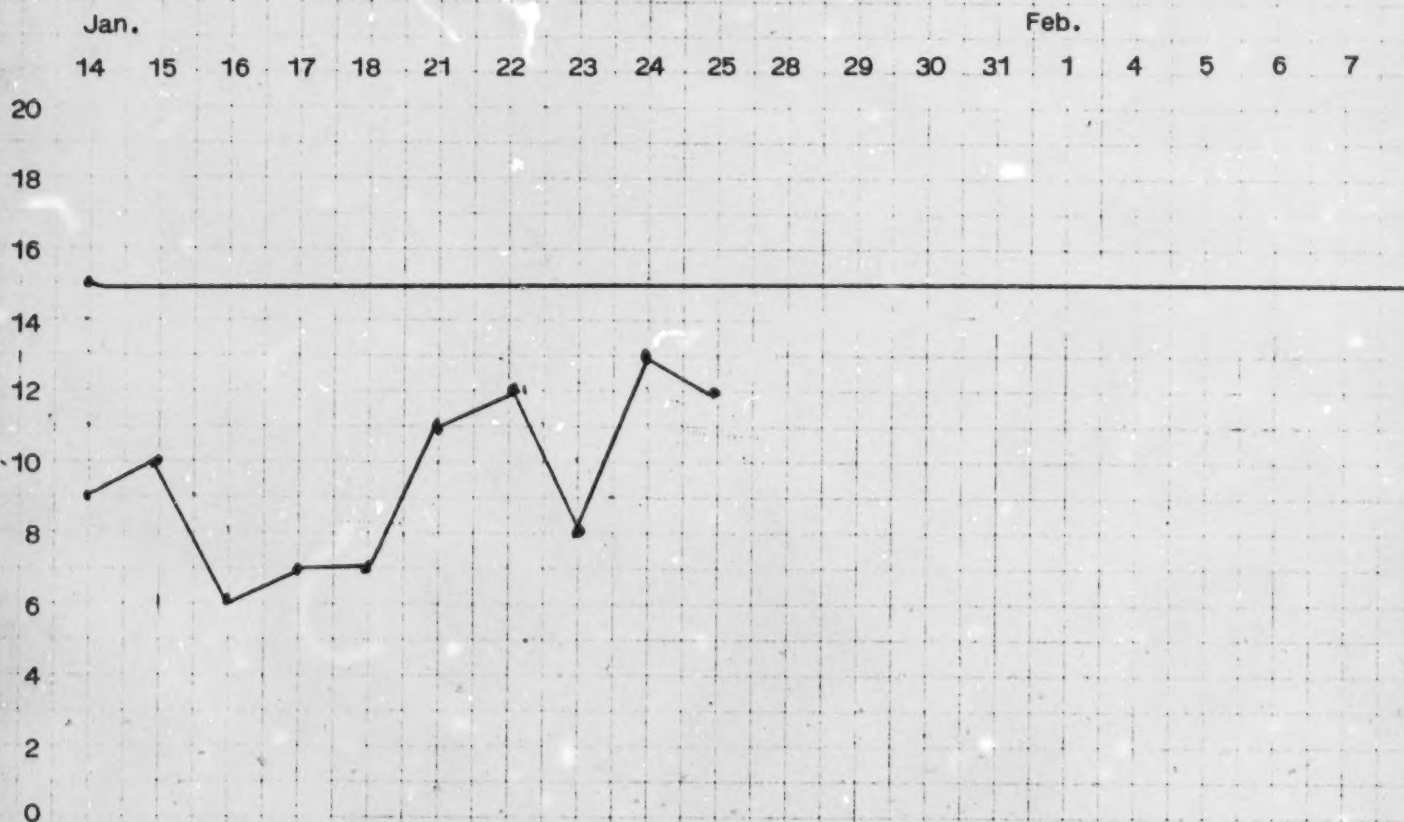
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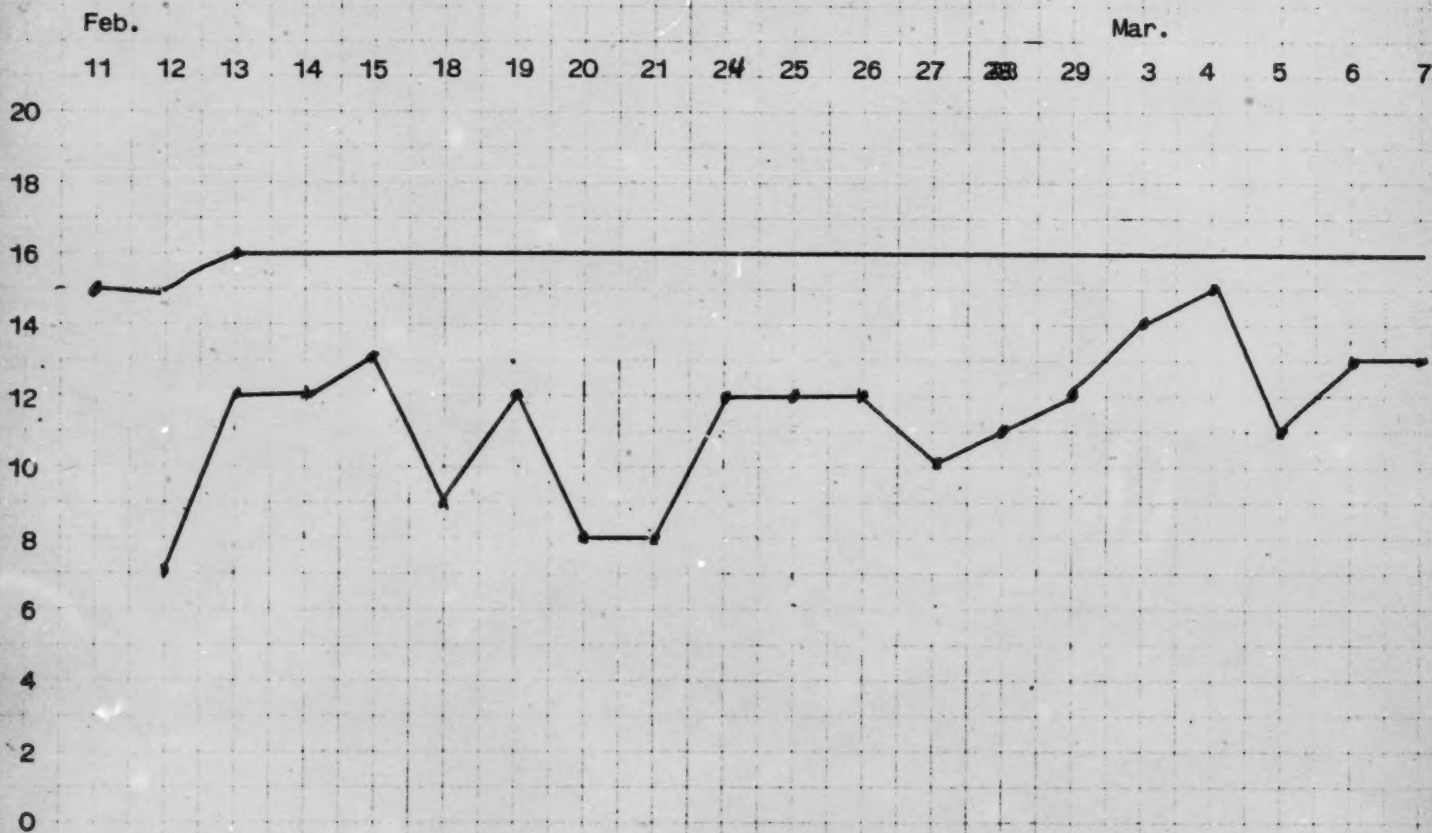
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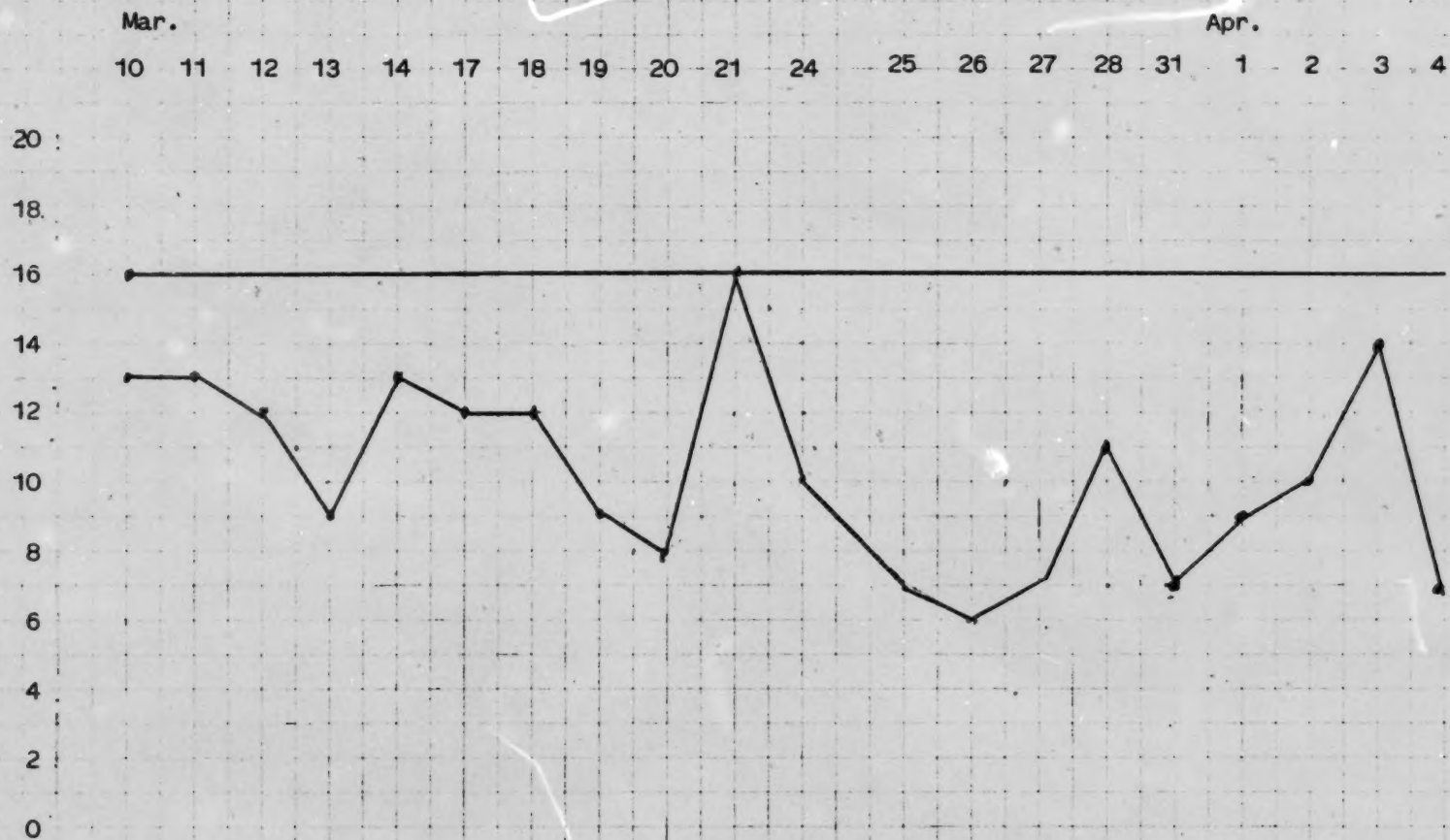
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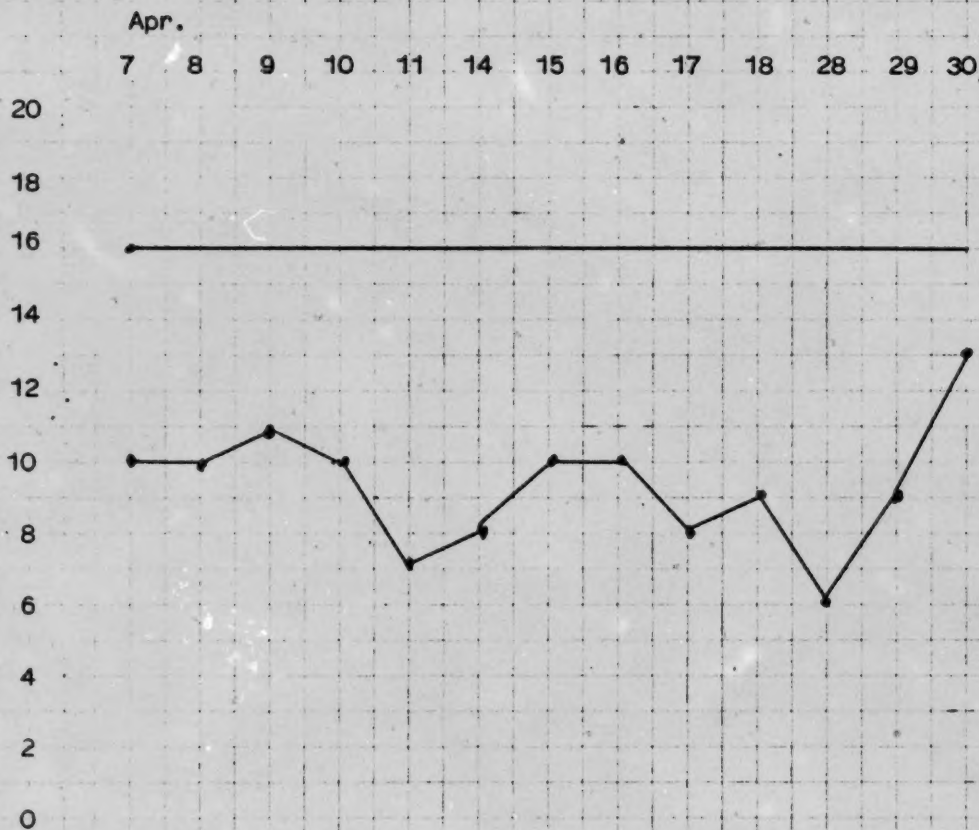
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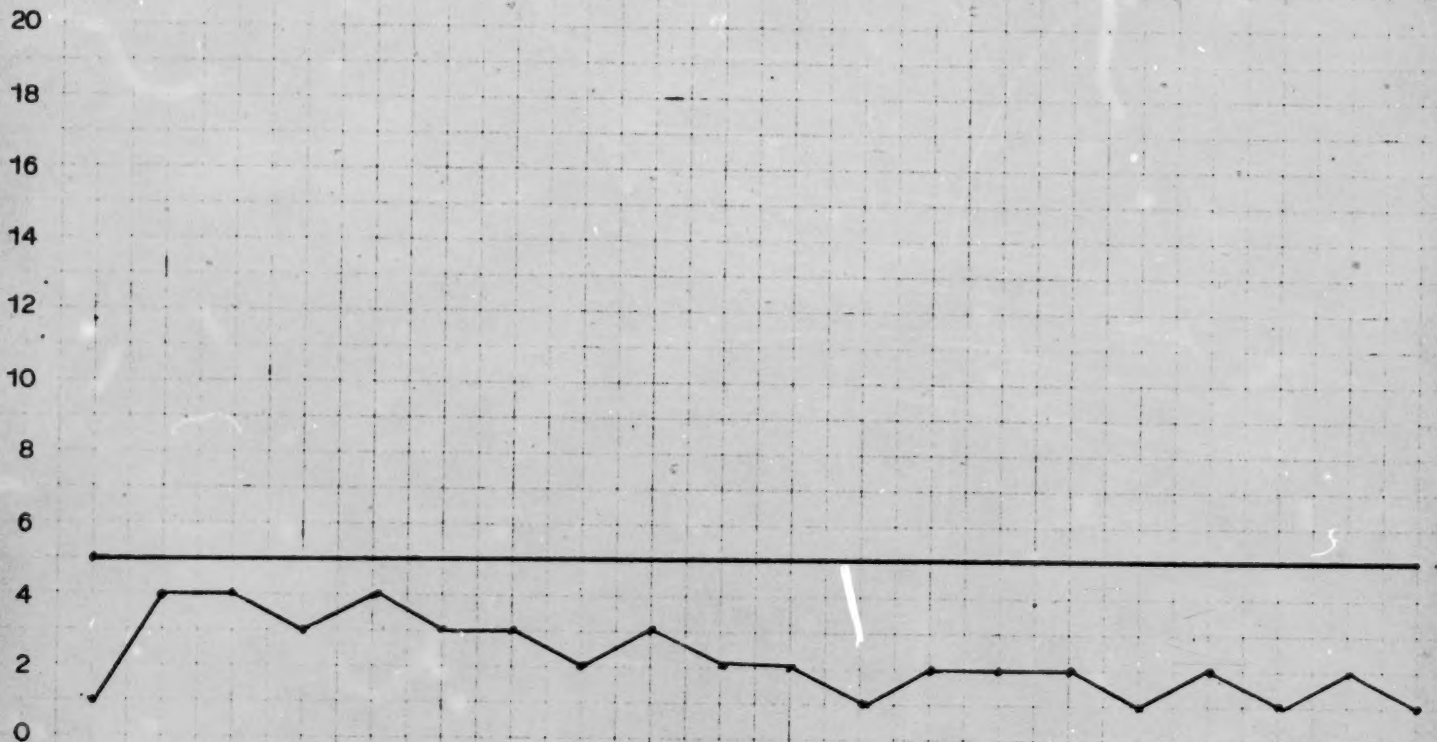
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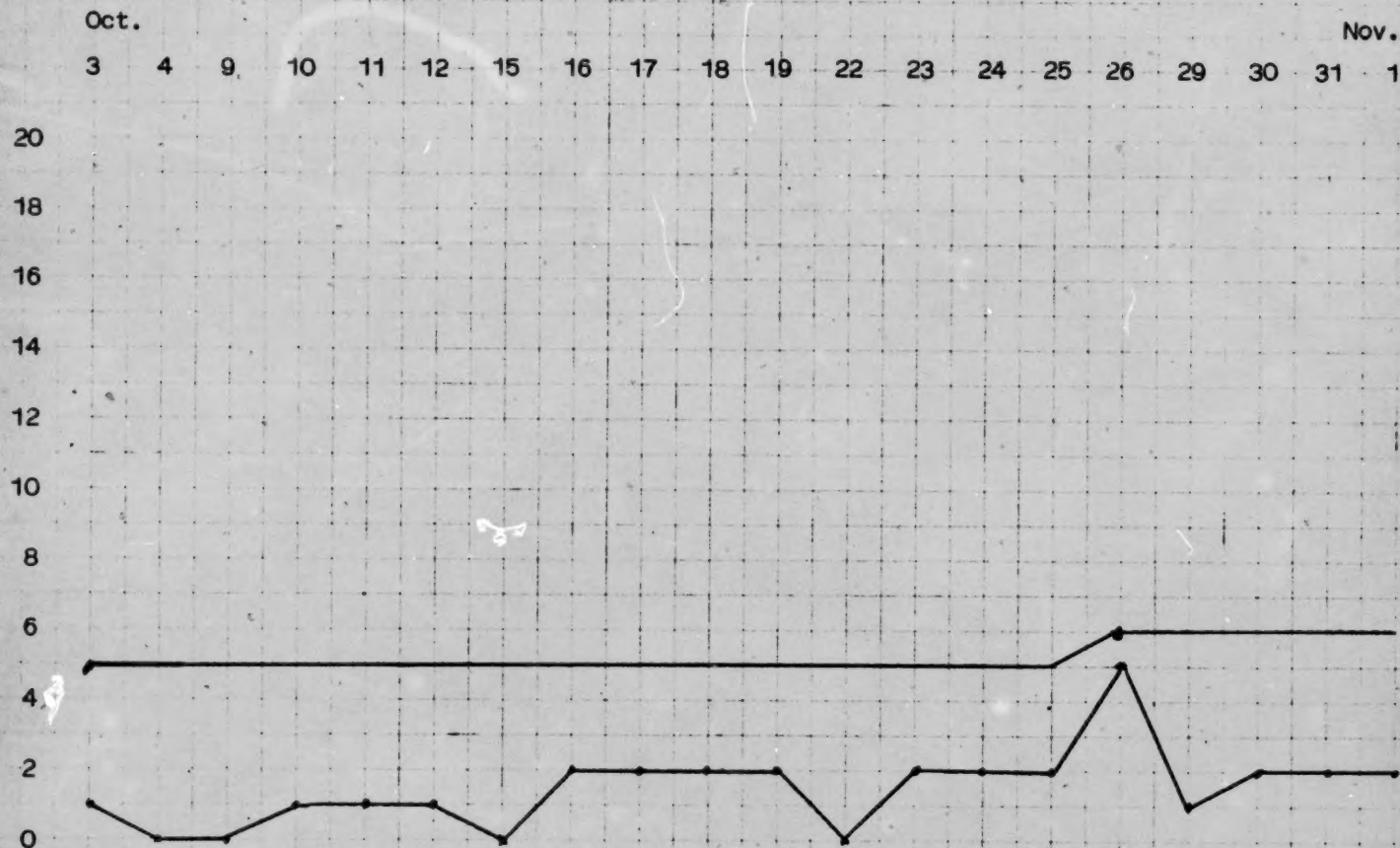
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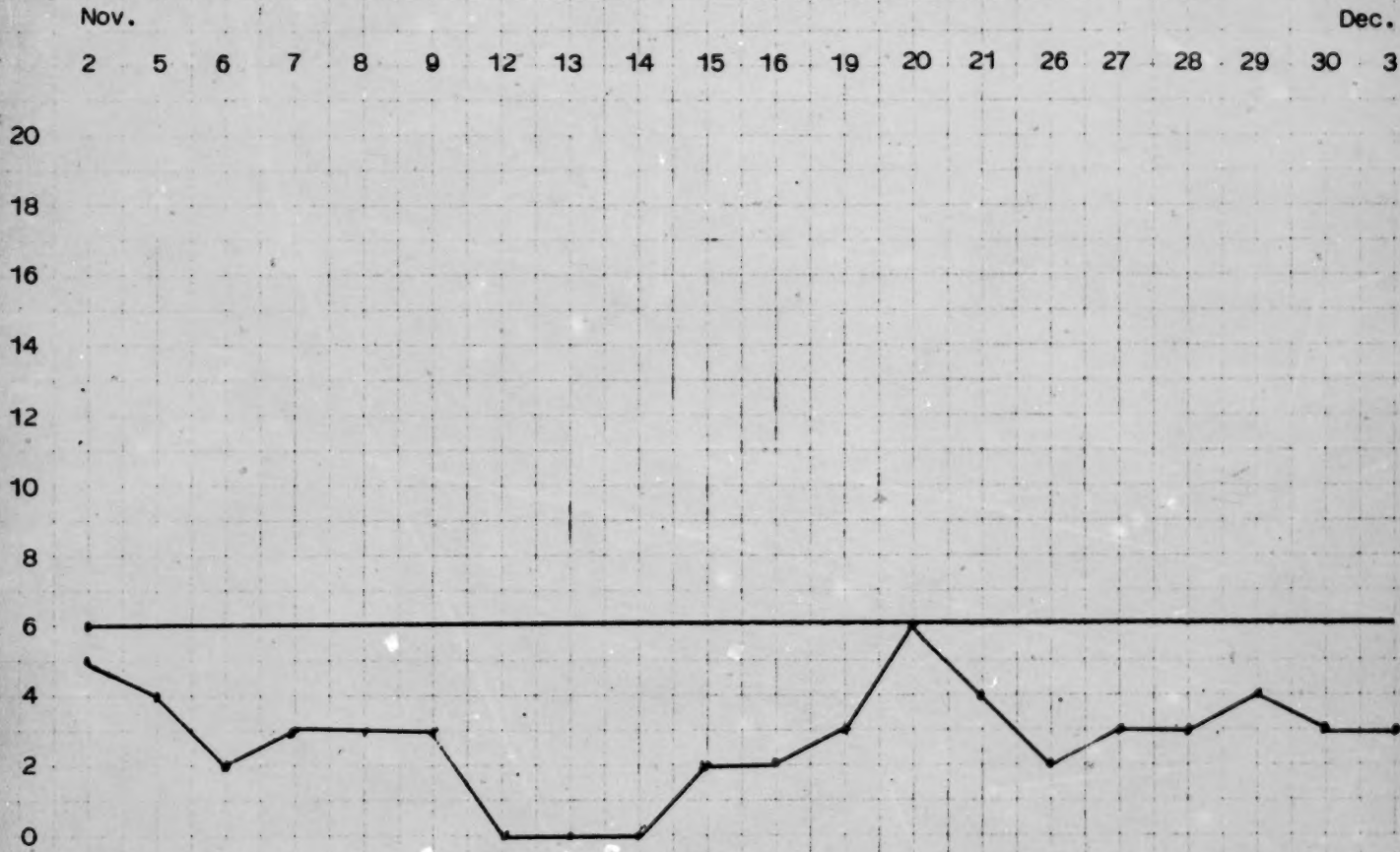
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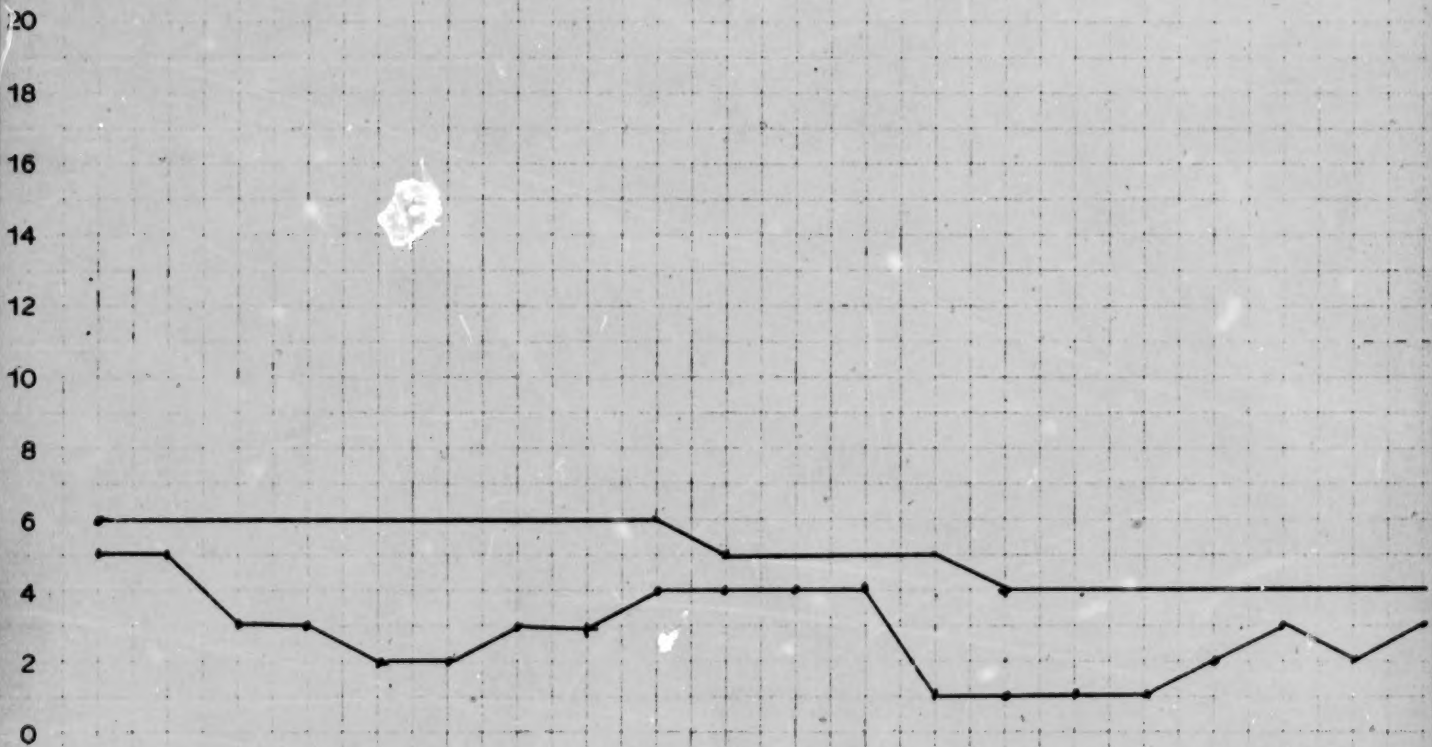
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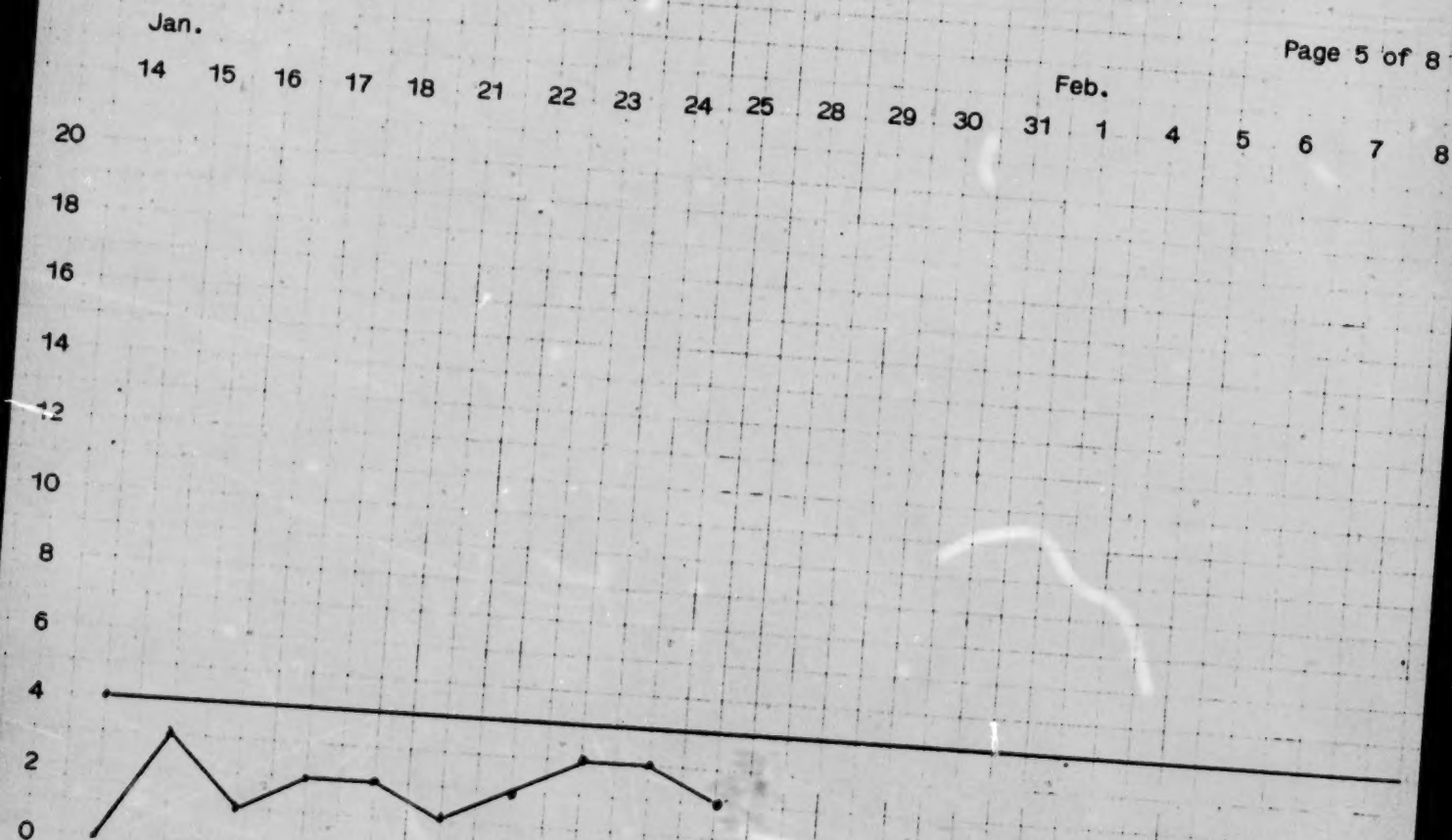
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Dec. 4 5 6 7 10 11 12 13 14 19 20 21 Jan. 2 3 4 7 8 9 10 11



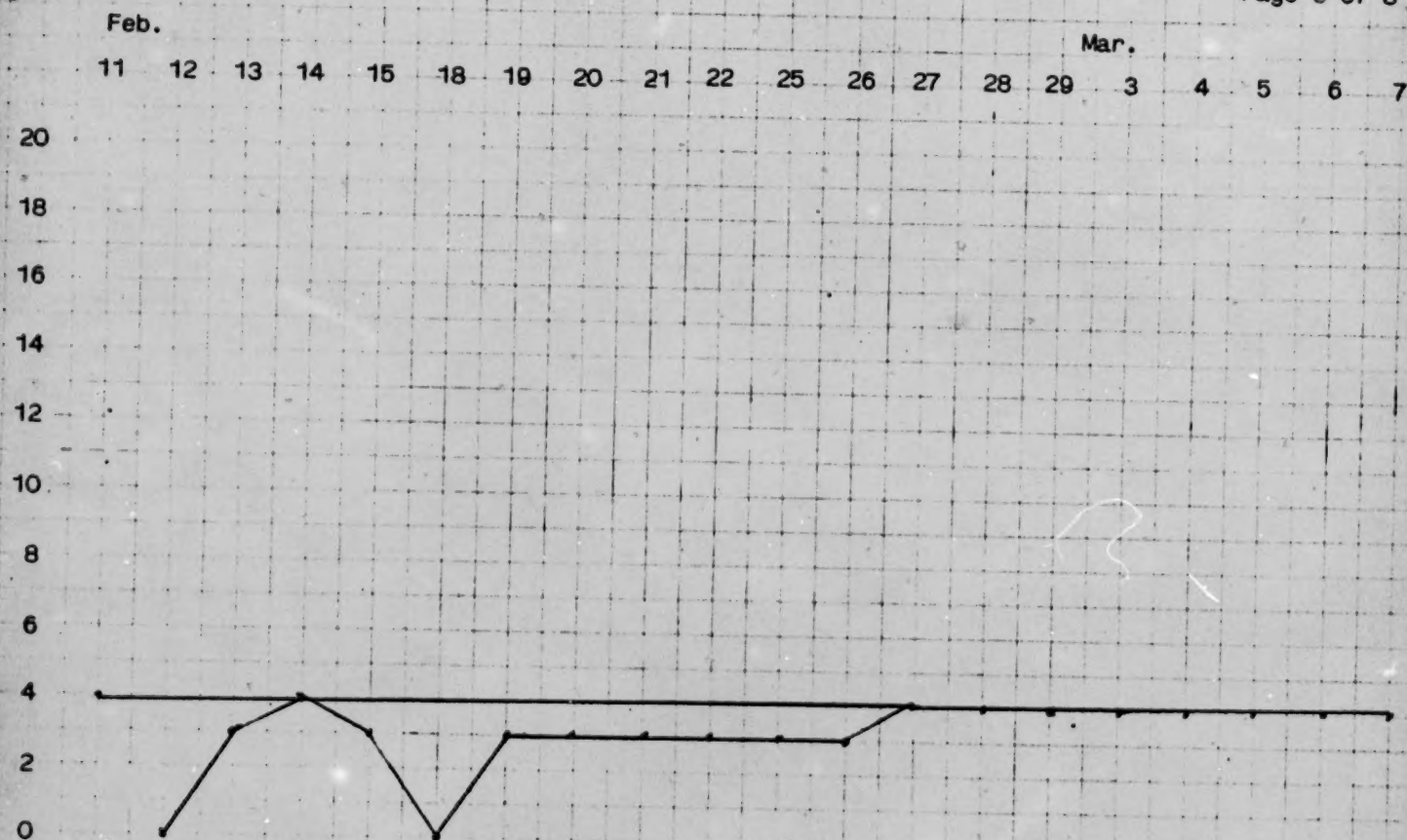
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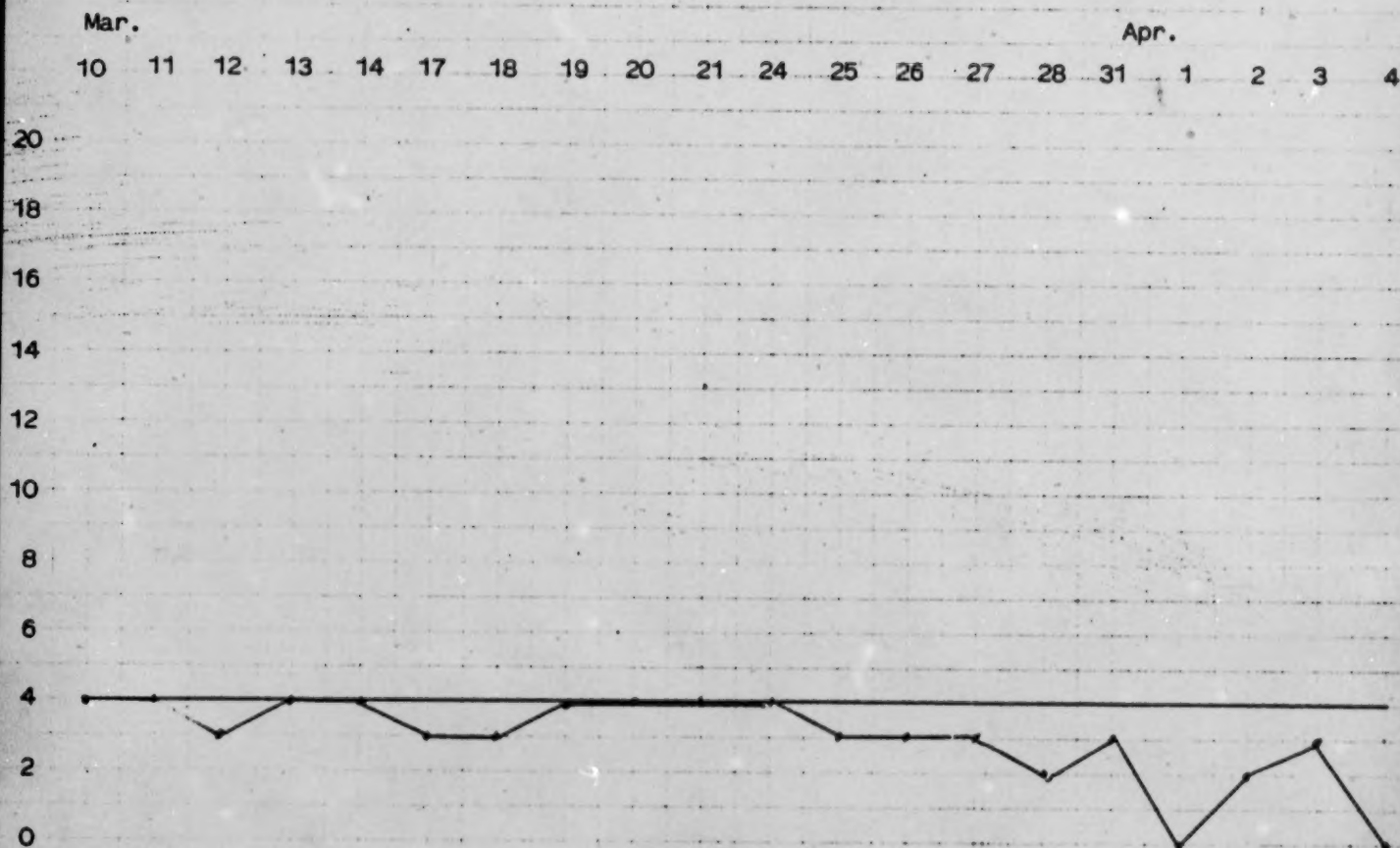
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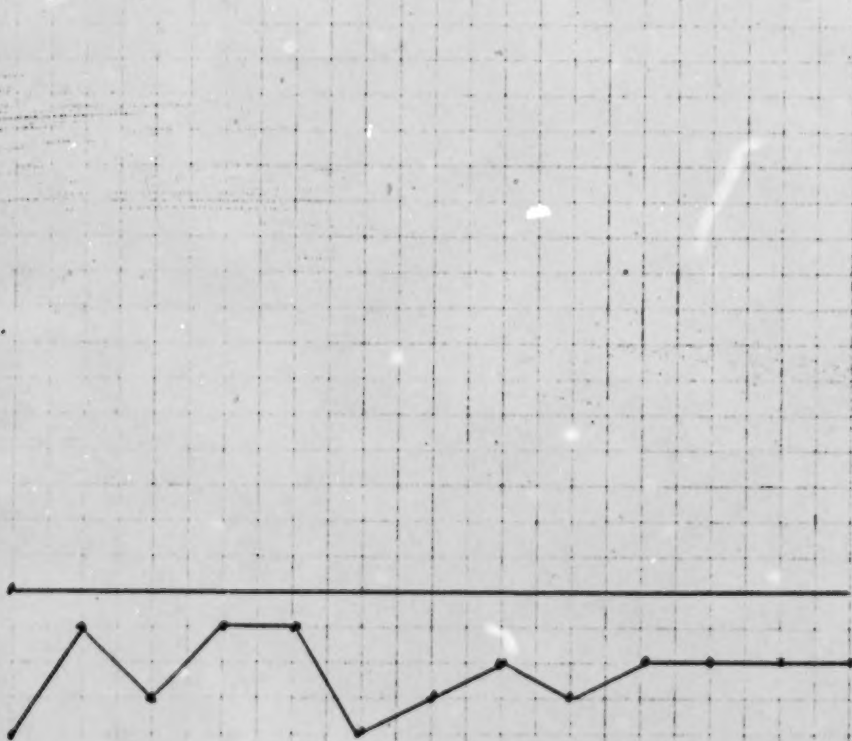
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SENIORS — ENROLLMENT AND ATTENDANCE

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SENIORS — ENROLLMENT AND ATTENDANCE

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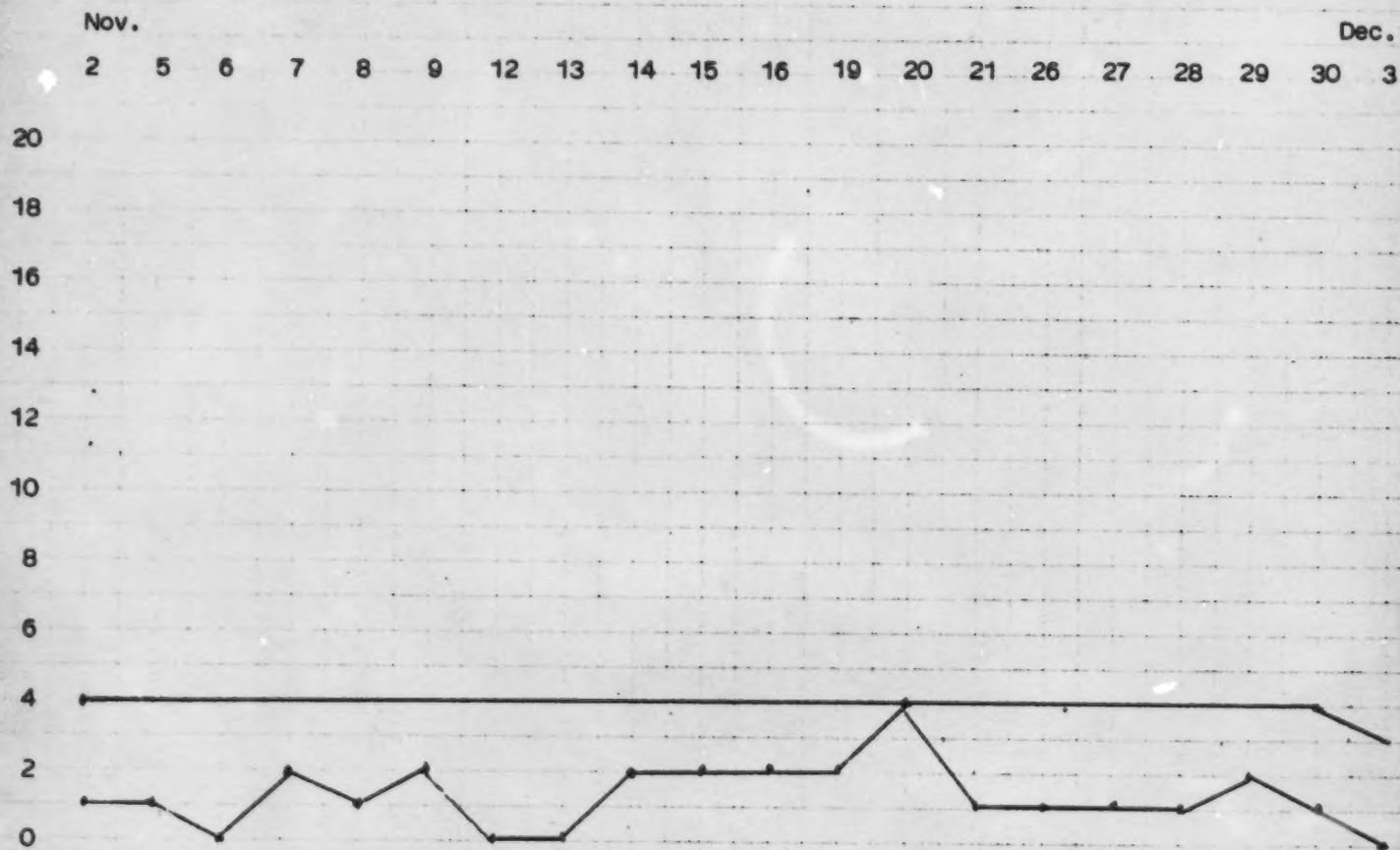
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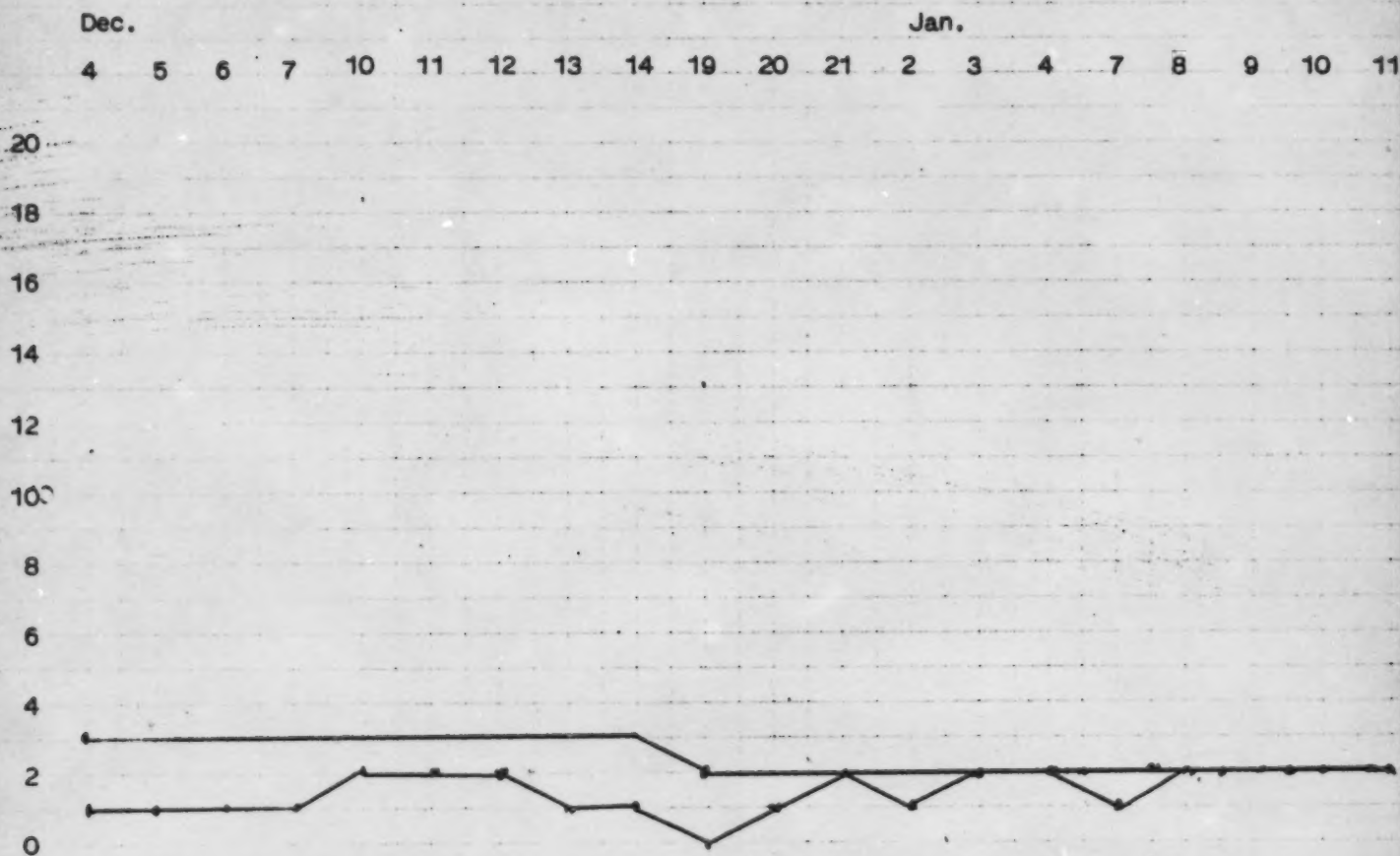
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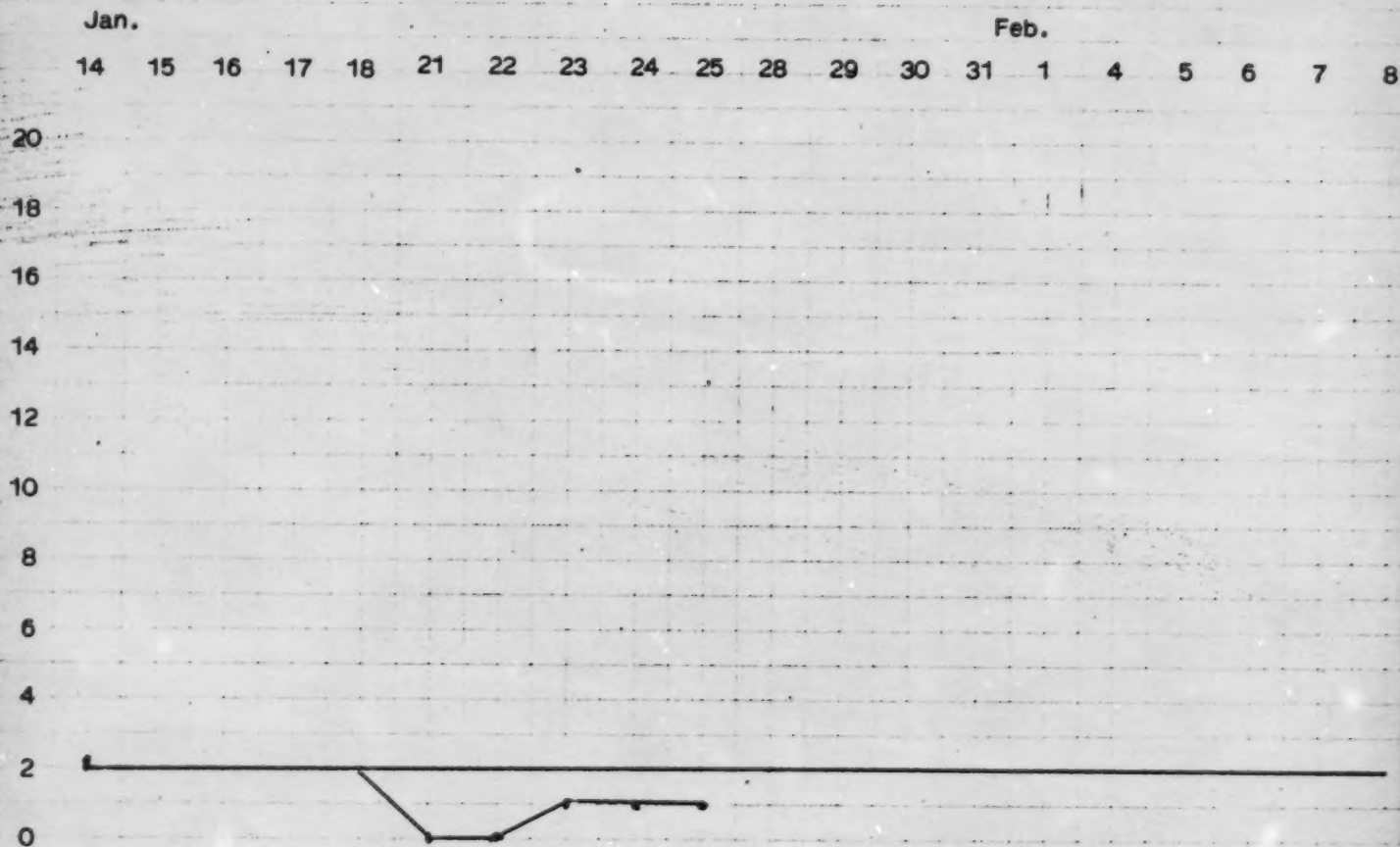
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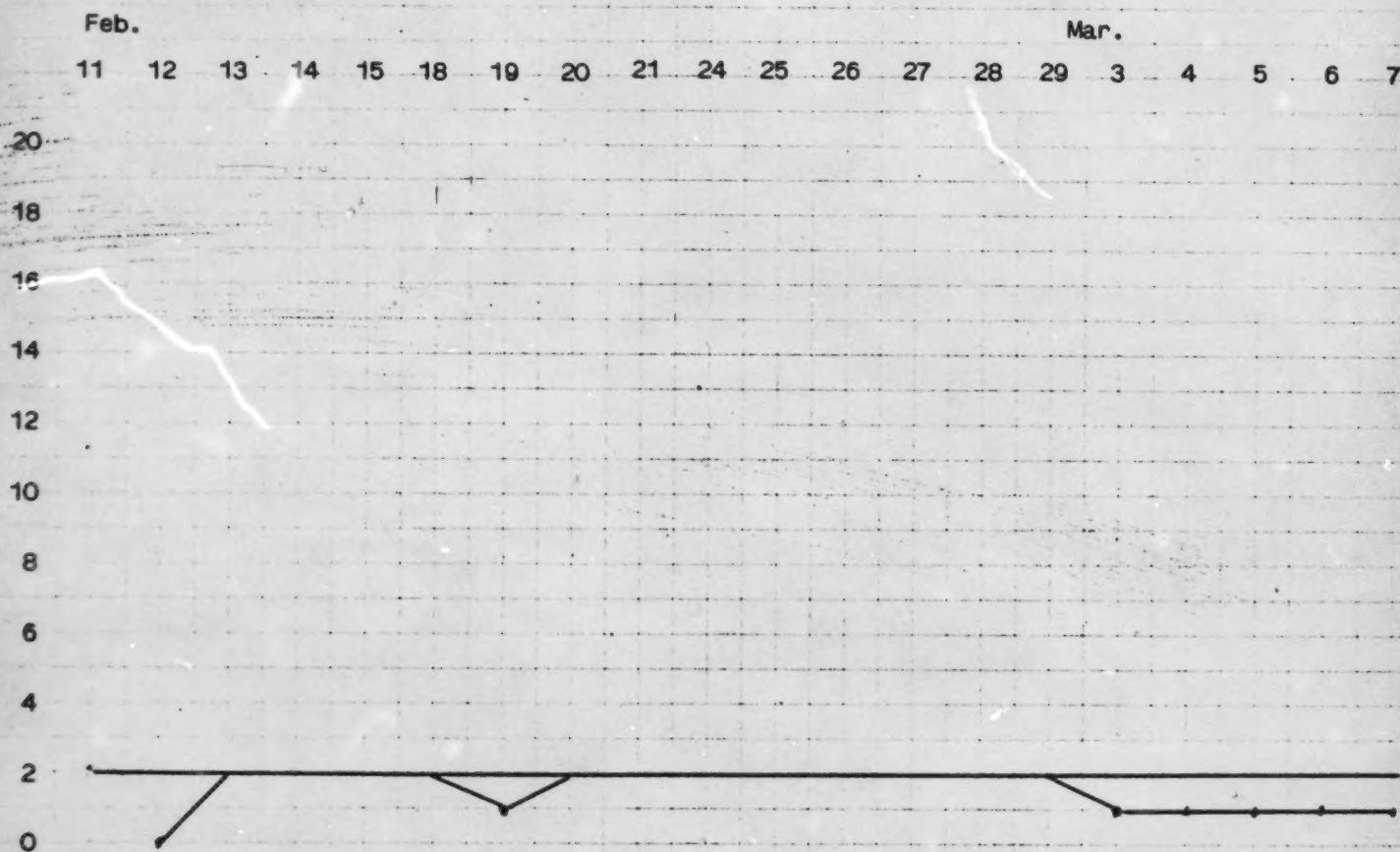
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SENIORS -- ENROLLMENT AND ATTENDANCE

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Mar.

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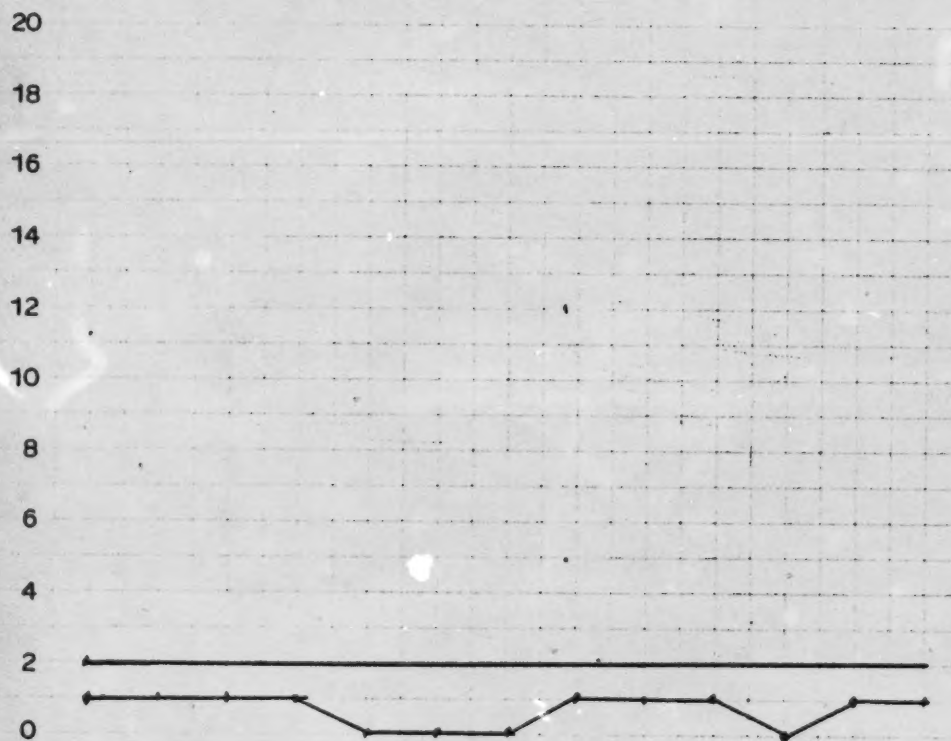


SENIORS — ENROLLMENT AND ATTENDANCE

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Apr.

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B. VOCABULARY, READING, AND MATHEMATICS TEST SCORES

The Gates-MacGinitie Reading Test used at Little Big Horn was designed for use by students operating at the fourth, fifth, and sixth grade levels. Grade equivalent scores of less than 3.0 or greater than 7.9 should be read with caution. The SAT math test is a 41-item arithmetic computation test where each item correct equals two or three months' change in grade equivalency scores. Changes in scores need to be evaluated with caution — especially on grades above 8.0, where two or three months' change can be explained as due merely to chance at the .05 level.

We have presented the individual raw scores and the grade equivalent scores in our tables.

The freshmen scores reveal:

1. Only two of 18 persons had a pretest score at grade level.
2. Only one of 8 persons had a posttest score at the ninth grade level.
3. Gains reported in scores were not consistent for all three tests.
4. Fewer than half of the 18 persons received a posttest.

The sophomores scores reveal:

1. Five out of 17 persons had at least one score at grade level.
2. Five out of 12 persons had at least one score at grade level.
3. Scores and gains for the three tests were not consistent.
4. Twelve out of 17 received a posttest.

The juniors scores show:

1. Only three persons were posttested in at least one subject, two persons in all three.
2. Reading comprehension scores were consistently higher than the other two pretest scores.

1979 PRE- AND POSTTEST READING AND MATHEMATICS SCORES AT LITTLE BIG HORN

Stud. No.	Vocab.				Comp.				Math			
	Pre. Raw	GE	Post Raw	GE	Pre. Raw	GE	Post Raw	GE	Pre. Raw	GE	Post Raw	GE
Freshmen												
101	27	4.8							10	5.4		
102	36	7.2			47	9.2			17	6.8		
103	36	7.2	39	8.4	47	9.9	44	7.6	13	6.0	14	6.2
104	31	5.8	40	8.9	43	7.1	46	9.1	9	5.2	18	7.2
105	36	7.2	41	9.2	45	8.4	46	8.8	13	6.0	20	7.8
106	19	3.7			19	3.0			2	2.6		
107	30	5.5			32	5.8			2	2.6		
108	34	6.5	38	8.0	44	7.6	45	8.1	10	5.4	10	5.4
109	38	8.0			39	5.8			14	6.0		
110	33	6.2			45	8.1			10	5.4		
111	30	5.5	37	7.6	41	6.5	44	7.8	12	5.8	17	6.8
112	16	3.3	33	6.4	17	2.8	39	5.8	13	6.0	9	5.1
113	18	3.5	35	6.9	44	7.9	40	6.4	3	3.3	4	3.6
114									6	4.2		
115									1	2.2		
116	32	6.0	35	6.8	39	5.8	44	7.6	10	5.4	20	6.8
117	15	3.2			18	2.9			21	8.0		
118	33	6.2			44	7.6			4	3.6		

Stud. No.	Vocab.				Comp.				Math			
	Pre.		Post		Pre.		Post		Pre.		Post	
	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE
Sophomores												
201	40	8.7	40	9.0	46	8.8	46	9.1	17	6.8	20	7.8
202	40	8.8	48	12.0	46	8.8	47	9.6	17	6.8	20	7.8
203	49	12.7			49	11.6			35	12.1		
204	39	8.4	45	10.8	47	9.5	49	11.6	13	6.0	13	6.0
205	45	10.8	40	9.0	46	8.8	49	11.4	21	8.0	23	8.4
206	36	7.2	37	7.9	45	8.1	26	3.9	13	6.0	12	5.8
207	37	7.7	46	11.3	48	11.0	46	8.8	27	9.6	31	11.2
208	36	7.2	38	8.1	41	6.5	45	8.4	11	5.6	4	3.6
209	39	8.4	44	10.4	45	8.5	49	11.6	19	7.6	20	7.8
210*	26	4.7			34	4.9			7	4.5		
211									3	3.3		
212*	38	8.0	40	8.8	45	8.4	45	8.4	5	3.9		
213	38	8.0	42	9.6	44	7.6	21	3.2	12	5.8		
214*	31	5.8			43	7.1			25	8.9		
215	43	9.9	47	11.9	26	3.9						
216*	45	10.7	35	6.9	45	10.8	41	10.0	19	7.6	21	8.0
217	32	6.0			43	7.1			1	2.0		

Stud. No.	Vocab.				Comp.				Math			
	Pre.		Post		Pre.		Post		Pre.		Post	
	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE	Raw	GE
Juniors												
301	41	9.2	45	11.0	48	10.6	47	9.8	22	8.2	27	9.6
302	42	9.5	41	9.4	45	8.1	46	9.2	7	4.5	10	5.4
303*	33	6.2			42	6.8			15	6.4		
304	41	9.4			48	11.0			26	9.2	39	12.9
305	42	9.5			48	10.6			14	6.2		
306	37	7.6			48	10.6			17	6.8		
307	45	10.8			48	11.4			21	8.0		
308	38	8.0			47	9.5			15	6.4		
Seniors												
401	50	12.7			50	11.9			29	10.4		
402	36	7.2	40	8.8	40	6.1	42	6.8	26	9.2	28	10.0
403									7	4.5		
404	46	11.3	48	12.0	50	11.9	49	11.6	19	7.6	22	8.2
405	41	9.1	45	11.0	47	9.6	47	10.1	21	8.0		
406									26	9.2		

* Students tested December or later

3. No one in math scored at grade level in a pretest or a posttest.
4. Three of eight persons scored at grade level in at least one of the three pretests.
5. One junior showed a very large gain in mathematics.

The seniors' scores near grade level are, of course, the most suspect in terms of gain and grade equivalencies, because the vocabulary and reading scores are so near the edge of the test range, and because the math scores related only to arithmetic, not to algebra, geometry, etc.

From the scores available, we can see:

1. Only one person had at least one score at the twelfth grade level.
2. One person was still below high school level in vocabulary and reading scores.

The group score changes (calculated from raw scores and then translated into grade equivalents) are as follows:

	N	Pre Test		Post Test		Vocabulary Gain	
		Raw	GE	Raw	GE	Raw Score	GE
VOCABULARY							
Freshmen	8	29.13	5.2	37.25	7.6	8.12	2.4
Sophomores	12	39.67	8.8	41.83	9.5	2.16	0.7
Juniors	2	41.50	9.5	43.00	9.9	1.50	0.4
Seniors	3	41.00	9.2	44.33	10.3	3.33	1.1
COMPREHENSION						Comprehension Gain	
Freshmen	8	40.00	6.1	43.50	7.4	3.50	1.3
Sophomores	11	42.27	8.1	42.73	7.1	[2.54]	[1.0]
Juniors	2	46.50	9.5	46.50	9.5	—	—
Seniors	3	45.67	8.8	46.00	8.8	0.33	—

MATHEMATICS	N	Pre	Test	Post Test		Mathematics Gain	
		Raw Score	GE	Raw Score	GE	Raw Score	GE
Freshmen	8	10.38	5.4	14.00	6.2	3.62	0.8
Sophomores	9	17.44	6.8	18.22	7.2	0.78	0.4
Juniors	3	18.33	7.2	25.33	8.9	7.00	1.7
Seniors	2	22.50	8.4	25.00	8.9	2.50	0.5

Group gain measures are reasonably reliable indicators of student accomplishments. Some caution is in order, however, because of the small numbers and because many changes represent little raw score increase or decrease. Neither gains or losses are impressive, except for the freshmen vocabulary scores.

C. INTERVIEWS

The interviews and open-ended surveys posed ten questions about goals, achievements, process, and future growth planning.

Twelve students, one parent/community person, and two staff were interviewed directly by the evaluator, with the evaluator reading back, at the end of the conversation, what he had written. Five teachers and administrators responded to the same questions on a survey form, without an interview.

1. Goals and Accomplishments

Two generic questions were asked about Little Big Horn goals and accomplishments:

- a. What are the three best things you can say about Little Big Horn?
- b. What is Little Big Horn accomplishing?

The answers were:

Three best things about Little Big Horn —

- Individual instruction helps you learn more. (4)
- It's small enough that we are all friends — students and teachers — and we all identify with the program. (4)
- Keeps us close together as Indians, where we get along and do not fight. (4)
- Helps us learn about our culture and tribes. (3).
- Small classes. (2)
- It has brought teachers who care about students. (2)
- Teachers can learn about student's family, etc.
- Activities which allow students to mix into the white man's world.
- Finest Indian program in the country.
- Curriculum suited to Indian needs.
- Staff, students, and community care.
- Informal.
- Well-equipped.
- Excellent coordinator.
- My daughter wants to learn more.
- Builds Indian pride.

Accomplishments of Little Big Horn —

- Students learn the basics (3 Rs) and get other high school courses. (6)
- Students attend; they would not come to a regular school. (5)
- We have our own school; we know and trust the staff. (2)
- Students and parents learn more about tribes and Indian culture. (2).
- Students get better grades. (2)
- We learn to cope with the outside world.
- Improving student attitudes.
- Students are raising educational horizons.
- It helps students get jobs.

2. Process Questions

We asked several process questions about how Little Big Horn is:

getting students to attend; helping students to improve reading, writing, and mathematics skills; helping students learn about Indian culture. We also asked how Little Big Horn differs from Senn, and what role parents play. The results were:

Getting students to attend —

- A lot do not come — only those with good grades come. (3)
- Letters and attendance records go home weekly. (3)
- They give special activity awards to those who attend regularly (skating, canoeing, etc.). (3)
- Meaningful curriculum; we enjoy learning; things are left to be done tomorrow. (3)
- They call people if missing. (2)

- Peer pressure and support. (2)
- Teachers' positive attitude; they help each student. (2)
- Call students and teachers by first names.
- Students don't come if they do not like teachers.
- Home visits by community representative.
- Bus tokens for perfect attendance.
- Awards at graduation.
- Program enforces attendance.
- It's Indian.
- Teachers call students in the morning to get them out of bed.
- Student has to want to come; they do not twist arms.

Improvement in reading, writing, and mathematics —

- Small classes with individual attention and encouragement. (7)
- It's the mathematics teacher (6). He's really close to students; helps individuals; he's patient, but stays on students to learn; takes them on trips; visits them at games.
- Teachers take time with each student, and are flexible (4).
- Indian history; books used. (2)
- Poetry good. (2)
- Stories; good books to read.
- Book reports; SRA; articles in newspaper.
- Don't know.
- Work at one level - lower frustration.
- Teachers remove distractions to learning.
- Special emphasis on building vocabulary not helping in reading; we need labs like Joan Arai, and tutors; but mathematics is good.
- Mathematics projects and films.
- Constantly, but gently, pushing each student to read.
- They keep testing to see how you are doing.

Helping students learn about Indian culture —

- Teach accurate Indian history; parents learn, too. (8)
- Teach traditional art - beads and leather. (4)
- Pow-wows. (4)
- Have lots of Indian literature books. (4)
- History taught with pride of what ancestors did. (2)
- Films at Truman College. (2)
- Learn about ancestors' mistakes, too.
- Indian music and dance.

Differences between Little Big Horn and Senn High School —

- Individualized instruction and attention - not just a number. (4)
- Informal, freer relations, based on respect and truthfulness; Senn teachers don't relate. (4)
- Small size of program; fewer rules. (4)
- Small classes. (3)
- More secure place with my own people. (2)
- Mathematics teacher makes the difference; he does things with us outside of class. (2)

- Only Indians attend, although it is open. (2)
- Place where Indian pride can grow. (2)
- Little Big Horn has the Indian slant and culture. (2)
- I never went to Senn.
- A lot of us don't like gym.
- I imagine it is different; Senn does not like our project status.
- Teachers willing to work on one-to-one basis.
- History, art, literature, and pride.
- Conscious effort to help with adjustments.
- We can be at ease because we're all Indian; white girls don't associate with Indian girls.

Parent activities —

- PAC meetings. (6)
- Parents organize to get things for the program, especially teachers. (5)
- Parents raise money. (4)
- Less this year — we need more. (2)
- Parents help form policies, procedures, and program format. (2)
- They are involved. (2)
- Parties. (2)
- Parents go on field trips with us.
- Kids get parents involved.
- Work as teacher aides.
- Come to open house.

Future Growth and Planning Questions

We posed two questions designed to see what participants are planning for the future of Little Big Horn:

Things that most need improving —

- Higher attendance; a lot of students would prefer Lakeview. (5)
- Security and stability for teaching positions; keep good teachers. (2)
- More space and rooms. (2)
- Greater quantity and variety of materials. (2)
- More students; more publicity.
- Not strict enough; kids in the hall too much.
- More parent involvement.
- Funds promised, but some never arrived.
- Drama club.
- Reading lab.
- More teachers.
- More field trips.
- A longer school day.
- Change of current teachers.

How would you spend more money —

- Improve art and science materials. (4)
- To get the teachers we want. (3)
- Buy or rent a building of our own. (2)

- Field studies in all subjects to open career choices to students. (2)
- More teacher aides.
- Better individualized programs (e.g., Plato).
- More supplies.
- Release director to do foundation fundraising.
- No opinion.
- Textbooks and films.
- Reading and mathematics labs.
- Entertainment, drama activities.
- Space.
- Run out own gym class.

D. EVALUATOR OBSERVATIONS

The evaluator made two site visits and registered three impressions.

1. Quality teachers are critical to the success of the program.

The numerous teacher transfers (due to traumatic changes in the Chicago school system in general) created negative results at Little Big Horn.

Some teachers did not get along, others were unprepared to give the Indian perspective to subject matter, and some were simply not around long enough to make headway. The mathematics teacher, on the other hand, seems to have had a tremendously positive influence on the program.

2. Students and parents quickly (within weeks) classify teachers as acceptable or unacceptable for the program. The "acceptable" teachers are considered effective and receive the cooperation of the students and parents. The "unacceptable" teachers are merely tolerated.

3. There is a definite sense of a "school within a school" at Little Big Horn. This separateness is treated as a precious asset by staff, parents, and students. Separateness is continually referred to as a necessary condition for survival.

III. CONCLUSIONS, OPINIONS, AND RECOMMENDATIONS

A. CONCLUSIONS

1. A separate physical "Indian" space is a necessary condition (though not a sufficient cause) for success.
2. Input or process review indicates that the program:
 - a. has a definite sense of direction;
 - b. is highly dependent on teacher qualifications and skills;
 - c. has been harmed by transfer of teachers.
3. Students enter Little Big Horn with serious academic deficiencies. They are roughly four years behind in vocabulary, reading, and arithmetic.
4. Student growth is subjectively reported as "great." Available hard data do not support this thesis except for freshmen vocabulary scores.
5. Attendance is sporadic, but there were no trends (up or down) over the year.
6. Student to professional ratios (9.83 students to one professional staff) and student to total staff ratios (5.71 students to one staff) are low, making this a costly per-pupil program.
7. Testing instruments are primitive and partially inappropriate. Results may be either understating or overstating progress, especially for students testing out at the grade equivalent of 8.0 or higher.
8. Staff and teachers are forthright and interested in doing the best job possible.

9. The mathematics program is singled out as excellent by participants (our observation confirmed that the teacher is excellent), but we obtained no hard data to prove that students are making substantial gains.

B. OPINIONS

The following comments are offered as formative evaluation. We purposely label them "opinions" to highlight that they go beyond a conservative interpretation of collected information.

1. The program has peaked, and is now drifting, trying to do its best for students in the face of declining enrollment, teacher transfers, smaller budgets, and the possibility that it will be eliminated completely.

2. In addition to day-to-day drifting, there is a philosophical drifting. The initial metaphors and pedagogical bright ideas have been dimmed by age and the gradual recognition that students have not learned as much or as quickly as teachers had hoped.

3. There is a migration (fragmentation might be a more apt term) of American Indians in all directions away from the pockets of Uptown they inhabited ten years ago. This is breaking down the group cohesion that geographical proximity had created in Uptown.

4. Parent involvement and student/parent/staff interaction (whether it be a Pow Wow or a fight with the School Board) has dwindled. There is little vitality, either in the Indian or the bureaucratic rituals.

5. There is no doubt in the evaluator's mind that Little Big Horn is valuable. Forty-one individuals, who most likely would have dropped out of school completely without this option, attended at least part of the year. But the program is not cost effective by any common sense standards.

O-WAI-YA-WA

6. The notion that there must be a separate Indian space is deeply rooted in almost everyone associated with the program. Mainstreaming is not an acceptable approach to students, parents, or staff. They are convinced that they cannot succeed without separate Indian turf.

7. The program is such a minor issue in the total tangle of current Chicago Board of Education problems, that it gets little attention or money.

8. Evaluation is not timed to impact future budgeting or planning; nor is sufficient money budgeted to give the evaluator the resources to do a useful job.

9. Growth measurements are a formality. The instruments are suspect. The results are rarely used to help students. It is done strictly for the sake of a report to the funding sources.

C. RECOMMENDATIONS

1. Continue the program, but set growth and development objectives that will vitalize operation optimism and give the staff clear direction.

2. Raise student achievement expectations and begin monthly progress reporting.

3. Select better academic and attitudinal measurements instruments. We have attached the Scott-Foresman battery explanations as an example. There are many instruments available today that are economical, easy to administer, and more appropriate than the instruments and systems currently used.

4. Reschedule evaluation so that work is begun in September and reports are finished early enough to impact the following year's planning and budgeting.

5. Take early advantage of 1980 census data to accurately assess American Indian population location and needs.

I. PROGRAM DESCRIPTION

A. PHYSICAL ACCOMMODATIONS

1. Prior to April, 1980

O-Wai-Ya-Wa was housed in an old neighborhood grocery store on Winthrop Avenue, surrounded by slumlords, urban renewal, and trash. The interior of the building had been decorated by students and parents. It was neat and clean, and there was a clear pride of ownership. First through sixth grades spent the entire day at the building; seventh and eighth graders came down for a part-day program. Kindergarten was a half-day program.

2. After April, 1980

For a number of reasons the O-Wai-Ya-Wa building was closed, and the program (piece by piece) was relocated in three rooms on the third floor at Goudy School. The seventh and eighth grade "part days" were dropped from the program, and kindergarten was separated from the program, at least in the minds of the Indian staff.

3. Projected 1980-81

For the coming year, there is no physical space set aside for O-Wai-Ya-Wa. The program is being converted to one or two resource teachers who will be "circuit riders" to five or six schools.

B. PHILOSOPHY

We describe the O-Wai-Ya-Wa philosophy in terms of five characteristics: individualized instruction, school space appropriation, teacher flexibility, three cultures, and parent participation.

1. Individualized Instruction

O-Wai-Ya-Wa operated as an effective, student-centered, individualized educational program. Some signs of this observed individualized instruction included:

- a) constant flow of individual students to the teacher (even when the teacher was talking to the evaluator);
- b) peer interaction on projects;
- c) reference by teachers and the project director (refers to his job, not his actual title) to individual students when describing O-Wai-Ya-Wa;
- d) relaxed, buzzing (sometimes noisy) atmosphere;
- e) the very obvious difference between classrooms handled by substitutes and those handled by regular teachers;
- f) student work displayed in the rooms.

2. School Space Appropriation

The school space had been completely appropriated by staff, students, and parents.

The difference between the pride of ownership displayed inside (most decoration done by parents and students, with no signs of vandalism) and the trash-laden, graffiti-emblazoned outside scene was striking. Not that the inside was so "nice" by suburban or Loop standards, but it was "nice" by "Uptown Corridor" standards. There were fewer signs of petty vandalism (scratched or broken furniture, papers strewn about, graffiti) in O-Wai-Ya-Wa than in the New Buffalo, Michigan Junior High School rooms I visited two weeks later.

3. Teacher Flexibility

The teachers were freed of many normal big-school-system limits. The

director was a leader, not a supervisor. The building hours were not determined by insurance company mandates and other trade rules. The office was a place to talk shop, correct papers, fret about teacher cutbacks, plan lessons, or talk to parents.

4. Three Cultures

This was a school that lived easily in three cultures and believed that its students must learn to live in at least two of the cultures.

The first culture was Indian. Curriculum, displays, and activities left no doubt that this was an American Indian school.

The second culture was Uptown. Uptown is a boiling place of literally dozens of cultures living in close proximity. It is a tough place to live, with urban poverty and urban renaissance side by side. Gangs, welfare problems, and slumlords are integral aspects of Uptown life.

The third culture was the upwardly mobile, middle class setting west of Broadway (homes in Lakewood-Balmoral and Edgewater sell for \$75,000 and up) and along Sheridan Road (where two-bedroom condominiums begin at \$90,000).

Staff descriptions of Indian culture indicated that the upwardly mobile middle class, with its emphasis on the aggressive acquisition of material wealth, conflicts with traditional Indian values of "sharing" and a "modest life."

5. Parent Participation

Parents and community members were welcome to come at any time to O-Wai-Ya-Wa, and staff used the Indian Pow Wow ritual as a way of getting parents involved.

C. STUDENTS AND STAFF

1. Students

a. Attendance

According to project records, there were sixty-nine students in September, 1979, eighty in December, and sixty in May, 1980 (if we count the seventh and eighth graders; there were fifty in May if we count only grades one through six). The monthly attendance summary tables follow, on page 57.

b. Academic Profile

O-Wai-Ya-Wa does not pretest students, so we can only go by May, 1979 student grades to calculate the starting point of Fall, 1979 students. The individual scores and national percentiles are presented in Section II, B. of this report (page 59 ff).

We will qualitatively summarize the profile based on student data for May, 1978. Six and seven-year-olds (N=5) were very diverse. Eight-year-olds (N=7) were behind in all three tests; none achieved grade-level scores. Nine and ten-year-olds (N=11) were all behind except for two individuals. The same was true for eleven-year-olds (N=5). The twelve and thirteen-year-olds were all far behind the "norms" of the IOWA Tests of Basic Skills.

2. Staff

There were usually six persons (5.5 positions) assigned to O-Wai-Ya-Wa, not counting the teachers for the mainstreamed hours of the seventh and eighth grades. A total of 16 persons filled those slots over the 1979-80 academic year. No class went without at least two teacher changes over the year.

It is difficult to calculate total adult/student or teacher/student ratios because of the variability of the seventh and eighth grade programs, rapid teacher turnover, the final two months when kindergarten, and seventh and eighth grades were separated, and irregular operations at the end of the year. A rough estimate is 14 students per teacher, and 12 students per adult. Both of these ratios exclude mainstream seventh and eighth grade teachers.

Membership - M
Attendance - A

O-WAI-YA-WA ATTENDANCE SUMMARY, 1979-1980*

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		SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	TOTAL
KINDER- GARTEN	M	10	13	16	17	17	16	17			
	A	7	12	14	14	11	10	14			
	%	74.7	87.4	85.9	83.7	66.0	63.0	82.7			
PRIMARY	M	24	21	20	20	20	22	21	27	28	
	A	22	18	17	16	16	19	18	24	24	
	%	92.4	85.6	85.2	81.3	81.0	88.0	83.6	86.9	86.7	
INTER- MEDIATE	M	25	30	31	31	30	29	30	20	22	
	A	24	27	26	25	23	24	22	16	17	
	%	95.4	89.3	84.7	79.1	77.0	85.0	75.7	80.3	79.8	
UPPER LEVELS (7-8)	M	11	11	12	12	11	11	11	10	10	
	A	10	10	8	10	9	9	9	8	8	
	%	95.6	89.6	83.7	80.5	81.9	80.0	79.2	83.4	81.0	
TOTAL (K-8)	M	70	75	78	80	77	78	79	57	60	73
	A	64	66	66	65	59	63	63	48	50	60
	%	91.5	88.0	84.9	80.8	76.0	80.5	79.8	84.0	83.2	83.3

*Student numbers were rounded off for simplicity; percentage figures were based on number of actual student hours before rounding off, and may seem to indicate discrepancies.

II. MEASURES OF SUCCESS

A. ATTENDANCE

The attendance data presented was aggregated by months, so we have no way of judging whether it varied from day to day (see chart on page 57). There does seem to be a gradual decline over the year for all groups, both in terms of total numbers and in terms of the percentage of persons attending.

The most dramatic shift occurred for the intermediate group in April.

B. ACADEMIC PROFICIENCY

Since O-Wai-Ya-Wa does not pre- and posttest students each year, and since regular IOWA Tests of Basic Skills scores for May, 1980 were not available, we resorted to a comparison of scores from May, 1978 and 1979 (see pages 59, 60, 61).

Several comments can be made.

1. Older students started further behind than younger ones, especially on percentile rankings.
2. Changes in percentiles (a reasonably accurate assessment of where students rank compared to their peers) were both positive and negative from 1978-1979 students ages six through ten, but mostly negative for students ages eleven through thirteen.
3. Many students were tested at levels lower than their chronological age.
4. Scores on the three tests were very disparate for some students, indicating possible learning disabilities.
5. There is no compelling evidence that the majority of students

gained a year on their test scores for a year's attendance at class.

Specific students did, however, gain much more than a year.

1978 and 1979 Vocabulary, Reading, and Math Scores at O-Wai-Ya-Wa

Student Number	Year Tested	Age	Test Level	Vocabulary		Reading		Mathematics	
				GE	Pct	GE	Pct	GE	Pct
601	1978	6	7	2.9	79	2.9	79	2.0	85
	1979	7	8	3.9	85	3.8	76	2.4	29
701	1978	7	8	4.3	92	4.1	83	3.0	55
	1979	8	9	4.3	79	3.7	49		
702	1978	7	7	1.6	12	1.7	11	2.6	37
	1979	8	8	2.4	15	3.0	39	2.8	16
703	1978	7	7	1.0	02	2.0	20	1.8	09
	1979	8	7	1.6	03	1.9	04	1.9	01
704	1978	7	7	1.6	12	—	—	—	—
	1979	8	7	1.6	03	—	—	—	—
801	1978	8	7	3.4	41	2.6	18	3.3	36
	1979	9	8	3.4		1.4		1.8	
802	1978	8	8	2.2	22	3.1	22	3.0	24
	1979	9	9	3.7	49	4.0	57	4.7	85
803	1978	8	8	2.4	15	2.6	18	2.6	10
	1979	9	8	3.4		3.1		1.5	
804	1978	8	8	1.6	03	1.9	04	2.8	16
	1979	9	8	2.7		1.9		2.7	
805	1978	8	8	1.2	01	1.6	02	2.1	13
	1979	9	8	2.8		—	—	3.9	
806	1978	8	8	0.9	01	1.7	02	1.8	01
	1979	9	7	2.7	22	2.2	09	3.0	24
807	1978	8	8	2.0	07	1.9	04	2.2	03
	1979	9	8	1.2		2.2		1.8	
901	1978	9	11	6.1	85	6.1	80	4.3	38
	1979	10	11	6.7	74	6.9	78	4.6	20

Student Number	Year Tested	Age	Test Level	Vocabulary		Reading		Mathematics	
				GE	Pct	GE	Pct	GE	Pct
902	1978	9	9	3.8	28	4.1	34	—	—
	1979	10	10	6.5	70	5.1	35	4.0	07
903	1978	9	9	3.2	16	3.8	27	3.0	04
	1979	10	10	4.9	11	4.3	28	4.8	11
904	1978	9	9	3.2	16	2.1	01	—	—
	1979	10	9	3.2	06	—	—	—	—
905	1978	9	8	3.9	—	—	—	—	—
	1979	10	—	4.2	19	4.0	13	4.2	22
906	1978	9	8	2.2	—	2.3	—	2.0	—
	1979	10	8	—	—	2.6	—	—	—
907	1978	9	8	1.2	—	1.5	—	1.8	—
	1979	10	8	2.0	—	2.0	—	2.4	—
1001	1978	10	11	5.6	47	6.6	71	5.4	43
	1979	11	12	7.4	66	6.8	52	6.2	39
1002	1978	10	8	3.9	—	4.4	—	3.2	—
	1979	11	9	5.6	27	5.6	26	4.3	03
1003	1978	10	8	3.3	03	2.6	01	3.9	01
	1979	11	9	4.5	07	3.9	01	4.4	01
1004	1978	10	8	1.8	—	—	—	2.8	—
	1979	10	9	6.3	41	2.7	01	2.5	01
1101	1978	11	11	5.0	19	5.1	17	5.1	15
	1979	12	12	4.5	07	7.0	37	7.2	41
1102	1978	11	9	4.1	09	4.4	—	3.8	09
	1979	12	10	6.9	34	6.2	24	5.2	05
1103	1978	11	9	5.1	20	5.0	15	4.4	04
	1979	12	11	6.5	28	7.0	37	5.0	04
1104	1978	11	9	3.5	04	3.7	03	3.8	01
	1979	12	11	5.0	05	5.3	06	5.0	01
1105	1978	11	8	1.0	—	1.9	—	—	—
	1979	12	8	3.0	00	2.6	00	3.0	00
1201	1978	12	12	4.7	08	5.9	19	6.0	16
	1979	13	13	6.3	14	7.2	26	7.6	32

Student Number	Year Tested	Age	Test Level	Vocabulary		Reading		Mathematics	
				GE	Pct	GE	Pct	GE	Pct
1202	1978	12	11	4.3	06	5.1	09	5.0	11
	1979	13	12	6.7	31	6.7	32	5.7	11
1203	1978	12	9	1.8	01	2.0		3.0	
	1979	13	9	3.2	01	2.2	01	—	—
1204	1978	12	9	1.6		2.2	01	2.0	01
	1979	13	9	2.5	01	2.7	01	2.6	01
1205	1978	12	9	1.2	01	3.0	01	2.4	01
	1979	13	9	2.5	01	2.6	01	3.0	01
1206	1978	12	9	1.8	01	1.4	01	2.4	01
	1979	13	10	2.1	01	2.3	01	3.4	01
1301	1978	13	9	4.0	01	2.5	01	4.2	01
	1979	14	10	4.2	02	4.9	04	5.2	01
1302	1978	13	8	2.7		2.7		3.0	
	1979	14	9	3.0	01	3.0	01	2.1	01

C. INTERVIEW AND SURVEY INFORMATION

Students were not interviewed. Parents and community persons (N=9) were interviewed. (Four of the parents were interviewed in one group.) Teachers and administrators (N=4) filled out the survey by themselves. The comments for each of the ten questions follow.

1. Record of Effect of Change

Differences in program since moving to Goudy —

- Added non-Indian students with problems, but did not upgrade services.
- Things like art have been dropped.
- More contact with larger school and administration have increased problems.
- There is no problem now.
- Greatly disturbed children.
- No continuity in classes.
- One of the new teachers inherited from bumping has been very unresponsive.
- Can't see no (sic) difference.
- Teachers really different - no longer Indian.
- Children no longer get along.
- Nothing good happening.

2. Accomplishment Questions

Three best things about O-Wai-Ya-Wa —

- Children were among their own people. (2)
- Brought parents together; got them into curriculum. (2)
- Helped students learn their culture and history. (2)
- Totally Indian, with a sense of "mission." (2)
- Staff, kids, and parents are cohesive and cooperative. (2)
- Self-pride and self-identity of students. (2)
- No discrimination.
- Children more cohesive.
- Got children off the streets.
- Gave an indoctrination to community life.
- Each child was known in terms of his/her family and community.
- Excellent and satisfying relationship with parents and community.
- Student grades and attendance went up.
- Students have developed a more positive attitude toward school.
- Permitted individual and small-group learning situations.
- Materials and support services were available.

What O-Wai-Ya-Wa is accomplishing —

- Attendance; keeps kids in school. (3)
- Improving self-image and pride. (2)
- Upgrading students in reading, mathematics, spelling. (2)
- Freedom to be completely Indian in a white man's world.
- Managing its own affairs.
- Forced School Board to do good things.
- Learn heritage.
- Means a lot to students.
- Only thing being done for Indians.
- Education; getting them to high school.
- Helping students see value of education.
- Personal mental and emotional growth toward better attitudes about being Indian.
- Not much academically, since the move, but students still know teachers care.

3. Process Questions

Attendance —

- Arts, crafts, and culture; good staff; people who really care. (2)
- Gets parents involved - concerned parents committee. (2)
- Constant communication with home. (2)
- Being with Indians.
- Motivation to participate.
- Fits program to student needs.
- Give bus tokens.
- Positive atmosphere conducive to learning.
- Lots of parent, student, teacher interaction.
- Follow-up on absences.
- Field trip awards for perfect attendance.

Reading, writing, mathematics skills help —

- Special reading program. (2)
- Teachers give more attention; other teachers just ran through once.
- Small classes with individualized instruction versus large impersonal classes — especially mathematics.
- Getting students to identify with school.
- Put students with other Indians where they are not afraid to ask questions.
- Other schools always ridiculed Indians; made them afraid to interact.
- Give lots of work.
- Tutor help and other outside-of-class work.
- Praise and encouragement.

Indian culture —

- Dance, beadwork, language, art classes, history. (5)
- Indian staff.
- Presentation of everything from the Indian perspective.
- Positive about everything Indian.
- Getting parents to also learn about their heritage.
- Pow Wows now and then.
- Films and filmstrips.
- Talks by elders.

How O-Wai-Ya-Wa is different —

- Only Indian, and that's good. (2)
- Curriculum.
- Staff.
- Tribal replaces gang affiliation.
- Indian pride.
- Children had a role in building and program upkeep.
- Open classroom, like a second home.
- Not different at Goudy, just part of the lousy system.
- Innovative.

Role of parents —

- Bring food — Pow Wows. (3)
- Special graduation ceremonies. (3)
- Petitions to get teachers and other things back. (3)
- Bake sales; money raising. (3)
- Helped on field trips. (3)
- Helped out. (2)
- Come to open house and special meetings.
- We don't have Pow Wows anymore — lost a lot of parent interaction.
- Talk over the curriculum.

4. Future Plans and Change

Things most needing improvement —

- Physical conditions, heating, etc. (old place). (2)
- Staff revitalization.
- Return to being Indian.
- Get all Indian teachers.
- Allow head teacher to select all staff.
- Good counselor or social worker to work on individual problems.
- Get the old staff back - they cared.
- Self-contained classrooms.
- Break classes more; impossible to teach children from 6 to 11 years old.
- Do a real special education program.

How would you use \$30,000 extra —

- Buy materials; create resource center; get materials from museum. (3)
- Keep program in separate building. (3)
- Give more individualized work; more staff. (2)
- Scholarships.
- Student transportation.
- Social worker to help children and families.
- Dance outfits.
- Health services.

D. EVALUATOR OBSERVATIONS

The initial visits to O-Wai-Ya-Wa in its storefront building created a largely positive reaction. Teachers were interacting with students. The building "belonged" to those using it. There was pride in giving the evaluator public relations and specialized curriculum materials. In a phrase, O-Wai-Ya-Wa was "separate and better." It was also a program on the move.

The visit to the third floor of Goudy School was depressing. The Head Teacher, having resigned his position, was using up his accumulated "sick" and "vacation" days.

Secretaries at the front desk were typically gruff and unfriendly (until visitor status was established). Half the materials and records had not yet been moved. There was a sense of "getting to June" and "going through

the motions." One also noticed that they felt "caught in the system that does not care about kids."

The special graduation ceremony was to be festive and enjoyable, but it would probably never happen again.

When asked if this year marked "the end of an era", community persons responded, "Yes, but...." They spoke of the problems of finding leaders, of general apathy. But they came back to the theme: "There are Indians for whom Uptown — Chicago — is home. They will stay here. They need help to live with pride in both the Indian and the white man's world."

III. CONCLUSIONS, OPINIONS, AND RECOMMENDATIONS

A. CONCLUSIONS

1. A separate "Indian" space is a necessary condition (though not a sufficient cause) for the success of any elementary Indian education program.
2. The loss of the Head Teacher has had a negative impact on O-Wai-Ya-Wa.
3. The constant turnover of personnel in 1979-80, through teacher bumping", has decimated the program operation, left it without direction, and demoralized program staff.
4. Most students in the program belong to the class of youngsters who get further behind every year they attend school.
5. Enrollment for some students dropped after the move to Goudy.
6. Most teachers and parents believe student progress was very good (at least at the separate facility), but there is little hard data from 1978 and 1979 test scores to support this thesis.
7. The program avoids pre- and posttesting on the grounds that the tests do not help students, probably report poorly what is happening, and have no useful purpose.

B. OPINIONS

The following comments are offered as formative evaluation. We purposely label them "opinions" to highlight that they go beyond a conservative interpretation of collected information.

1. The projected 1980-81 "circuit rider" program will, if the past is a good predictor of the future, be a waste of money. It flies in the face of the "separate and better" thesis.

2. The migration of Indians away from the Wilson/Racine area has hurt the program, but nobody knows how many students have moved and where they have gone. Little planning has been done to determine exactly what has happened and what can be done to meet the changing needs of the Indian community.

3. The program is drifting. It has no definable future and is fast losing its past. Hope is at a low ebb among staff.

4. Remaining staff need help to plan and rejuvenate the program.

C. RECOMMENDATIONS

1. Carry out the projected "circuit rider" program for 1980-81 as a one-year interim planning and reorganization operation, not as a service operation. Use the contacts to collect and digest information needed for planning.

2. Find out where the Indian children reside (using 1980 census data) and plan for another "separate and better" operation that is appropriately located.

3. Make conscious use of non-Indian categorical and membership funds to package a new program. Many of these students fall under the aegis of PL 94-142 and are therefore entitled to special education services above and beyond the normal fare.

4. Create a five-year plan for elementary Indian education that builds on what was learned at O-Wai-Ya-Wa.

5. Create a useful means for monitoring and reporting student progress.

6. Begin evaluation activities in September and time reports to be formatively useful and budgetarily relevant.

ADVOCATE REPORT

I. Little Big Horn

A. Pro Statements

1. The program staff are dedicated and hardworking.
2. The individualized instruction is being done well.
3. Absenteeism is a problem, but the program staff are able to keep getting the students back into class.
4. There is every reason to believe that a large majority of the students would drop out if the program did not exist.
5. Informal positive image-building education, rooted in American Indian culture, is strong.
6. The program provides an "oasis" believed to be essential by students and parents.

B. Con Statements

1. The program is very small and economically inefficient.
2. The demonstrated student academic gains are minimal.
3. The Indian population may be moving away from the area of Senn High School.
4. There are no ways to demonstrate output results.

C. Improvement Statements

1. The program appears to be drifting. It needs long- and short-term goals to give it direction.
2. Analyses of preliminary 1980 census data should be used to better understand American Indian geographic profiles.
3. Student achievement measures should be improved.
4. Evaluation should be completed by March, to be useful for planning and budgeting.

II. O-Wai-Ya-Wa

A. Pro Comments

1. Individualized instruction is being done well.
2. Core staff are dedicated and hard working.
3. Attendance at the separate facility was good.
4. Informal positive image-building education, based on American Indian culture, was strong at the separate facility.

B. Con Comments

1. Recordkeeping and progress assessment is haphazard and serves little useful purpose.
2. Available information indicates minimal academic gains by students, even at the separate facility.
3. Moving the program to Goudy School represented a change that all previous history of O-Wai-Ya-Wa indicated as unproductive.
4. The program lost momentum and direction with the move to Goudy.
5. The Indian population may be moving away from the area of Goudy School.
6. The program morale is low as a result of the move, staff changes, and cuts.
7. There is no way to demonstrate output results.

C. Improvement Comments

1. Re-create some clear form of "separate and better" program.
2. Improve assessment activities.
3. Use 1980-81 as a planning year to set goals and strategies for long- and short-term planning.
4. Create a recordkeeping system that serves both student and program planning and assessment.